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ABSTRACT

ExceL through Innovation (ExceL) is a local funding initiative of the Austin Independent School District (AISD), Texas, created to enhance elementary student achievement through innovative programs designed at the campus level for the specific students served. By 1998, 68 campuses were receiving ExceL funds. In spring 1998, principals of the ExceL schools completed grant continuation surveys, and in 1999, principals completed an additional evaluation survey. The evaluations showed that 20% of the campuses met all of their benchmarks related to the Texas Assessment of Academic Skills (TAAS), and 38% met some of their benchmarks for this standardized test set. Forty-two percent met none of their TAAS benchmarks. Some 38% of campuses met all of their non-TAAS benchmarks. Instructional programs varied a great deal in type and in degree of innovation. The most common uses of ExceL funds were mathematics, literacy, writing, parental involvement, and science. Campus staff development programs varied in cohesiveness and in the degree to which they were related to instructional programs. The most common topics were literacy, mathematics, assessment, technology, and curriculum alignment/unit development. The majority of ExceL principals reported that the program had favorable impacts on student achievement, and most reported that the ExceL budgets were adequate for their ExceL program needs. After examining program evaluation results, the evaluators recommend that program funds be allocated competitively and that campus funds should be monitored more closely. Three appendixes describe ExceL program costs by campus for three school years. (SLD)

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Excel Through Innovation

Evaluation Report, 1998-99

Austin Independent School District
Office of Program Evaluation
January, 2000

Executive Summary

ExceL Through Innovation (ExceL) is a local funding initiative created to enhance elementary student achievement through innovative programs designed at the campus level for the specific students served.

ExceL provides funding for implementation of instructional programs and program-related staff development at every elementary school in the Austin Independent School District (AISD). The primary goal of ExceL is to increase student achievement, with special emphases on closing gaps in achievement among student groups and increasing the knowledge and skills (i.e., building capacity) of campus staffs.

In 1996, campuses applied for ExceL grants after obtaining recommendations to do so from their Campus Advisory Committees. Then, campuses developed innovative instructional and staff development programs to address the needs of the student they served. Campuses set four-year, over-arching achievement goals and yearly achievement benchmarks for their programs. All 66 campuses received ExceL funding over all three years. Two additional elementary campuses opened in 1998 and received ExceL funds. Campuses were placed into one of three funding levels on the basis of the number of TAAS Reading and Mathematics tests failed in 1994-95 (or projections of number of TAAS failed, for the two new campuses). Then, campuses received instructional program funding allocations on the basis of their assigned funding level and the number TAAS Reading and Mathematics tests failed in 1994-95. Campuses received professional development funding allocations on the basis of the number of professional staff in 1994-95 (or the number of staff in 1998, for the two new campuses). In addition, in 1996-97 only, campuses received one-time capital outlay allocations, on the basis of the number of TAAS Reading and Mathematics tests failed in 1994-95 (the two new campuses received capital outlay allocations in 1998).

In Spring 1998, principals completed grant continuation surveys for 1998-99. Specifically, the continuation surveys included items regarding changes to programs, changes to program goals, and plans for staff development during 1998-99. In addition, in spring 1999, each principal completed a two-item evaluation survey. The survey included one item regarding attainment of the non-TAAS benchmarks campuses had set for themselves and one item regarding program changes that had taken place since spring 1998, when grant continuation surveys were completed. Finally, in January 1999, a sample of elementary principals completed the district's Coordinated Survey, which included eight questions about ExceL.

- As a result of the evaluation efforts, it was determined that 20% of campuses met all of their TAAS-related benchmarks for 1998-99; 38% met some of their benchmarks; 42% met none of their benchmarks. In addition, 38% of campuses met all of their non-TAAS-related benchmarks for 1998-99; 12% met some of their benchmarks; 24% met none of their benchmarks; 26% of campuses did not send adequate information to determine if they met their benchmarks.
- Campus instructional programs varied a great deal in type and in degree of innovation. This variation was due, at least partly, to the differences in funding amounts received. Overall, the five most common major foci for ExceL instructional programs were mathematics (94%), literacy (94%), writing (78%), parental involvement (44%), and science (28%).
- Due, in part, to workshops conducted by district staff to educate principals and other campus staff on the appropriate uses of ExceL funds, campuses have adapted, or are in the process of adapting, their programs to be aligned with the district curriculum.
- Campus staff development activities varied in cohesiveness and relatedness to instructional programs. For example, at some campuses, staff development funds were used for activities that were clearly focused on and directly related to instructional programs. At other campuses, however, staff development funds were used to supplement a wide variety of individual staff development needs, some of which were not directly related to instructional programs. Overall, the five most common staff development topics were literacy (71%), mathematics (49%), assessment (26%), technology (27%), and curriculum alignment/unit development (25%).

- The majority of Excel principals reported that the Excel program has positively impacted student achievement and should be continued during the 1999-00 school year. In addition, a majority of principals reported that Excel instructional and staff development budgets were adequate to meet their Excel program needs. However, moderate percentages of principals reported that their Excel instructional and staff development budgets were inadequate (39% and 29% percent, respectively). The majority of principals reported that they understood district policy concerning usage of Excel funds and that the curriculum resources they chose were aligned with the district curriculum. Finally, most principals reported feeling free to use innovative resources and methods in their programs.

After examining the evaluation results, it is recommended that Excel program funding should be allocated competitively. In order to receive funding, campuses should agree to take responsibility for the following: spending all of their funds, utilizing curriculum resources and instructional methods that are aligned with the district curriculum, fully evaluating their programs, and striving to achieve the yearly benchmarks they set for themselves. Each year, renewed funding should be contingent on fulfillment of this agreement.

Alternatively, campus activities should be monitored more closely. Grant administrators and area superintendents should take measures to ensure that campuses spend all of their grant funds, utilize curriculum resources and instructional methods that are aligned with the district curriculum, fully evaluate their own programs, and strive to achieve the yearly benchmarks they have set. In addition, there should be financial consequences for failure to meet these requirements.

Budget

The 1998-99 budget consisted of the following allocations:

Instructional Programs	\$ 1,646,405
Staff Development	\$ 305,700
Capital Outlay (for 2 new campuses)	\$ 3,975
Total	\$ 1,956,080

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TABLE OF CONTENTS

Table of Contents	iii
List of Tables	v
List of Figures	vi
Excel Through Innovation Overview	1
Introduction	2
History of the Excel Grants Initiative	3
Program Costs.....	4
Summary of 1998-99 Excel Programs	8
Methodology.....	9
Program Goals and Yearly Benchmarks.....	10
Instructional Programs.....	12
Staff Development.....	14
Coordinated Survey Results	15
Summary of Results and Recommendations.....	17
Summary of Results.....	18
Recommendations	19
Excel Programs by Campus	21
Allan Elementary	22
Allison Elementary	23
Andrews Elementary	24
Barrington Elementary	25
Barton Hills Elementary	27
Becker Elementary	28
Blackshear Elementary	28
Blanton Elementary	29
Boone Elementary	31
Brentwood Elementary	32
Brooke Elementary	32
Brown Elementary	33
Bryker Woods Elementary	34
Campbell Elementary	35
Casis Elementary	36
Cook Elementary	36
Cunningham Elementary	37
Davis Elementary	39
Dawson Elementary.....	41
Doss Elementary.....	43
Galindo Elementary.....	43
Govalle Elementary	44
Graham Elementary	45
Gullett Elementary.....	45
Harris Elementary.....	46
Hart Elementary.....	47
Highland Park Elementary.....	49
Hill Elementary.....	49

Houston Elementary	50
Jordan Elementary	52
Joslin Elementary	53
Kiker Elementary	54
Kocurek Elementary	55
Langford Elementary	56
Lee Elementary	57
Linder Elementary	58
Maplewood Elementary	59
Mathews Elementary	60
Menchaca Elementary	61
Metz Elementary	63
Mills Elementary	64
Norman Elementary	66
Oak Hill Elementary	67
Oak Springs Elementary	68
Odom Elementary	69
Ortega Elementary	70
Palm Elementary	70
Patton Elementary	71
Pease Elementary	72
Pecan Springs Elementary	73
Pillow Elementary	75
Pleasant Hill Elementary	75
Reilly Elementary	76
Ridgetop Elementary	77
St. Elmo Elementary	77
Sanchez Elementary	78
Sims Elementary	79
Summitt Elementary	80
Sunset Valley Elementary	81
Travis Heights Elementary	82
Walnut Creek Elementary	83
Widen Elementary	84
Williams Elementary	84
Winn Elementary	85
Wooldridge Elementary	86
Wooten Elementary	87
Zavala Elementary	88
Zilker Elementary	90
Appendices	92
Appendix A: Excel Program Costs by Campus, 1996-97	93
Appendix B: Excel Program Costs by Campus, 1997-98	96
Appendix C: Excel Program Costs by Campus, 1998-99	99
References	102

LIST OF TABLES

Table 1: Campuses by ExceL Instructional Program Funding Levels	4
Table 2: Total ExceL Award Amounts by Instructional Funding Level, 1996-97	5
Table 3: Total ExceL Award Amounts by Instructional Funding Level, 1997-98	6
Table 4: Total ExceL Award Amounts by Instructional Funding Level, 1998-99	6

LIST OF FIGURES

Figure 1: 1998-99 Expenditures of 1998-99 ExceL Funds	7
Figure 2: Campus Attainment of ExceL TAAS Benchmarks for 1998-99.....	10
Figure 3: Campus Attainment of ExceL Non-TAAS Benchmarks for 1998-99.....	11

EXCEL THROUGH INNOVATION OVERVIEW

INTRODUCTION

ExceL Through Innovation (ExceL) is a local funding initiative created to enhance elementary student achievement through innovative programs designed at the campus level to meet the needs of the specific students served. ExceL provides funding for implementation of instructional programs and for program-related staff development at every elementary school in the Austin Independent School District (AISD). The primary goal of ExceL is to increase student achievement, with special emphases on closing gaps in achievement among student groups and increasing the knowledge and skills (i.e., building capacity) of campus staffs.

This report begins with historical information regarding the grant application process and subsequent funding allocation. Summary budget information is presented for the first three years of the grant (1996-99). A description of programs across the district is presented, including benchmarks, instructional program components, and staff development activities in 1998-99. Principals' responses to the Coordinated Survey are summarized. Overall results regarding attainment of 1998-99 benchmarks are included, and a summary of results and of recommendations made on the basis of the results is presented. Finally, descriptions of each campus ExceL program are presented and include campus benchmarks and benchmark attainment results as well as detailed information about instructional programs and staff development activities for 1998-99.

HISTORY OF THE EXCEL GRANTS INITIATIVE

On February 19, 1996, the Board of Trustees of the Austin Independent School District (AISD) approved a plan to support the Excel Through Innovation grants initiative through local funds. That spring, elementary campuses formed Campus Advisory Committees (CACs) of staff, parents, and community members. Campuses were required to obtain CAC recommendations to apply for Excel grants. After the recommendations were made, campus grant writing teams were selected to complete Excel grant applications. Campus grant writing teams attended a workshop presented by the district, at which they received instruction on designing their four-year Excel programs and on setting four-year goals and yearly benchmarks. Afterwards, teams completed their Excel grant applications and submitted them for review. Teams of AISD curriculum personnel and community representatives reviewed the grant applications and awarded the grants in the summer of 1996 for the 1996-97 school year. All elementary campuses received Excel funding. As proposals were approved, funds were made available in late September.

The campus Excel programs were first implemented during the 1996-97 school year. At the end of the school year, campuses submitted two-page self-evaluations of their programs. These evaluations were summarized and presented along with TAAS results in an abbreviated report published by AISD's Office of Program Evaluation, *Excel Grant Evaluation Report Year I, 1996-97* (Publication number 96.16). Area superintendents reviewed benchmark attainment results with their campuses and discussed making changes to programs at campuses that did not attain their benchmarks. Campuses were free to make changes on the basis of their self-evaluations with the approval of their area superintendents and were required to submit grant application updates outlining any changes to their original programs.

In September 1997, an evaluator was hired to conduct formal evaluations of years two through four of Excel Through Innovation. Results of the 1997-98 evaluation are contained in a report published by AISD's Office of Program Evaluation, *Excel Through Innovation Evaluation Report, Year II, 1997-98* (Publication number 97.16). Results of the 1998-99 evaluation are presented in this report.

PROGRAM COSTS

Excel instructional program funding amounts are calculated on the basis of the number of TAAS Reading and Mathematics tests on which non-special education students failed to meet minimum expectations (failed) in the spring of 1995. Campuses with one or more student groups (student groups $\geq 20\%$ of the total number of students tested) with passing rates below 50% on the TAAS Reading or Mathematics were deemed Excel I campuses. Each year of the grant, Excel I campuses receive \$210 per failed TAAS Reading test and \$210 per failed TAAS Mathematics test. Campuses with one or more student groups with passing rates between 50-75% on the TAAS Reading or Mathematics were deemed Excel II campuses. Each year of the grant, Excel II campuses receive \$175 per failed TAAS Reading test and \$175 per failed TAAS Mathematics test. Campuses with all student groups with passing rates of 75% or higher on the TAAS Reading and Mathematics were deemed Excel III campuses. Each year of the grant, Excel III campuses receive \$150 per failed TAAS Reading test and \$150 per failed TAAS Mathematics test. Excel instructional funding levels for each campus are presented in Table 1.

Table 1: Campuses by Excel Instructional Program Funding Levels

Excel I Campuses (N=47)			Excel II Campuses (N=8)	Excel III Campuses (N=13)
Allan	Govalle	Pease	Barton Hills	Casis
Allison	Graham	Pecan Springs	Bryker Woods	Davis
Andrews	Harris	Pillow	Joslin	Doss
Barrington	Hart	Ridgetop	Kocurek	Gullett
Becker	Houston	Sanchez	Pleasant Hill	Highland Park
Blackshear	Jordan	Sims	Reilly	Hill
Blanton	Langford	St. Elmo	Williams	Kiker
Boone	Linder	Sunset Valley	Zavala	Lee
Brentwood	Maplewood	Travis Heights		Menchaca
Brooke	Mathews	Walnut Creek		Mills
Brown	Metz	Widen		Oak Hill
Campbell	Norman	Winn		Patton
Cook	Oak Springs	Wooldridge		Summitt
Cunningham	Odom	Wooten		
Dawson	Ortega	Zilker		
Galindo	Palm			

In 1996-97 and in 1997-98, in addition to instructional program funds, all campuses received six \$50 stipends per professional staff member (on the basis of the number of staff

members in 1994-95) for staff development. In 1998-99, the number of stipends per staff member was reduced from six to two per professional staff member. (In 1998-99, to compensate for the reduction in number of stipends given, the instructional budgets of four Level III campuses whose instructional budgets were below \$6000 were raised to \$6000; all campuses received at least \$6000 in instructional funds and two stipends per professional staff member.) The district provided fringe benefits (e.g., disability insurance), for staff development in addition to the staff development allocations. Finally, in 1996-97, one-time awards of \$25 per failed Reading TAAS test and \$25 per failed Mathematics TAAS test were given to all campuses for initial capital outlay.

In 1998, two new campuses, Hart and Mills, opened. On the basis of projected TAAS results, Hart and Mills were deemed Excel I and III campuses, respectively. The campuses were asked to write three-year Excel grant proposals and were given instructional program allocations, on the basis of TAAS projections, and staff development allocations, on the basis of the number of staff members. In addition, Hart and Mills received one-time capital outlay allocations, on the basis of student enrollment in 1998.

Total Excel award amounts by instructional funding level are presented in Table 2 for 1996-97, in Table 3 for 1997-98, and in Table 4 for 1998-99. In addition, formulas and information for calculating instructional award amounts (i.e., number of failed TAAS tests), staff development award amounts (i.e., number of professional staff), and initial capital outlay (i.e., number of failed TAAS tests), and award amounts are presented by campus in Appendix A for 1996-97, in Appendix B for 1997-98, and in Appendix C for 1998-99.

Table 2: Total Excel Award Amounts by Instructional Funding Level, 1996-97

Instructional Program Funding Level	Instructional Program Budget	Initial Capital Outlay	Staff Development Budget	TOTAL
Excel I Campuses (N=46)	\$1,379,280	\$164,200	\$617,400	\$2,160,880
Excel II Campuses (N=8)	\$132,125	\$18,875	\$100,800	\$251,800
Excel III Campuses (N=12)	\$96,300	\$16,050	\$170,100	\$282,450
TOTAL	\$1,607,705	\$199,125	\$888,300	\$2,695,130

Table 3: Total ExceL Award Amounts by Instructional Funding Level, 1997-98

Instructional Program Funding Level	Instructional Program Budget	Staff Development Budget	TOTAL
ExceL I Campuses (N=46)	\$1,379,280	\$617,400	\$1,996,680
ExceL II Campuses (N=8)	\$132,125	\$100,800	\$232,925
ExceL III Campuses (N=12)	\$96,300	\$170,100	\$266,400
TOTAL	\$1,607,705	\$888,300	\$2,496,005

Table 4: Total ExceL Award Amounts by Instructional Funding Level, 1998-99

Instructional Program Funding Level	Instructional Program Budget	Staff Development Budget	TOTAL
ExceL I Campuses (N=47)	\$1,400,280	\$209,900	\$1,611, 530*
ExceL II Campuses (N=8)	\$132,125	\$33,600	\$165,725
ExceL III Campuses (N=13)	\$114,00	\$62,200	\$178,825**
TOTAL	\$1,646,405	\$305,700	\$1,956,080

*includes \$1,350 one-time capital outlay for Hart Elementary

**includes \$2,625 one-time capital outlay for Mills Elementary

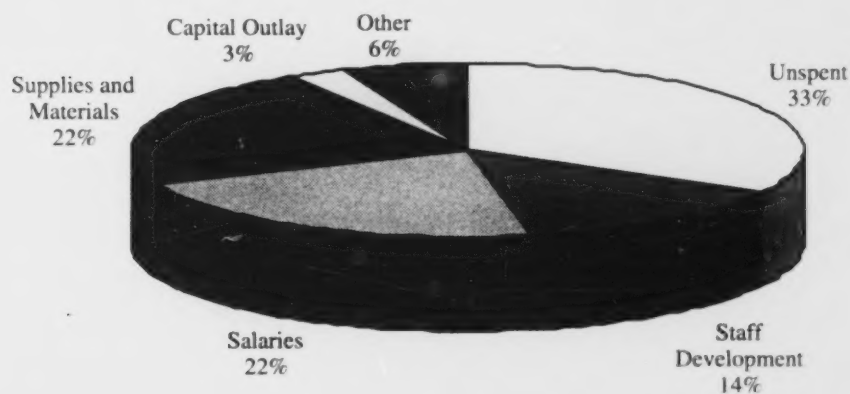
Although funds were provided to campuses in September 1996 for use during the 1996-97 school year (year one of ExceL), many campuses did not use all of their funds during the 1996-97 school year. As a result, some campuses used year one funds during years one, two, and

three of the program. Similarly, some campuses used year two funds during years two and three. As of August 31, 1999, 4% of year one funds and 8% of year two funds remain unspent.

Campus expenditures of 1998-99 Excel funds during 1998-99 are presented in Figure 1 below and do not include funds rolled over from 1996-97 and 1997-98. The expenditures are reported on the basis of the August 31, 1999 campus Excel budget report, produced by the AISD Department of Financial Services. For the purposes of this report, encumbered funds were considered spent. Also, the "salaries" category includes both salaries and fringe benefits. However, the "staff development" category does not include fringe benefits. Fringe benefits for staff development were paid by the district in addition to the Excel staff development allocation and are not included in this report.

During 1998-99, 14% of 1998-99 funds were used for staff development (e.g., to pay substitutes, teacher stipends, workshop fees, travel and registration, supplies and materials for training); 22% were used to pay salaries (e.g., for teachers, parent coordinators, and behavior specialists); 22% were used to purchase supplies and materials (e.g., books, manipulatives, manuals); 3% were used to purchase capital outlay items (i.e., items that cost more than \$300, e.g., computers, video equipment); 6% were used to pay for other things (e.g., student travel, food, printing, consultant fees, plant maintenance); and 33% were not spent and were rolled over for use during the 1999-00 school year.

Figure 1: 1998-99 Expenditures of 1998-99 Excel Funds



SUMMARY OF 1998-99 EXCEL PROGRAMS

METHODOLOGY

In Spring 1998, the evaluator asked elementary principals to complete a grant continuation survey for 1998-99. Specifically, the continuation survey included items regarding changes to programs, changes to program goals, and plans for staff development during 1998-99. In addition, the continuation survey included one item regarding principals' plans for evaluating their projects, apart from TAAS results. The continuation survey instructed principals to leave items blank if there would be no changes from their original grant proposals, submitted in 1996.

In May, 1999 (for non-year-round) and in June, 1999 (for year-round campuses), the evaluator asked elementary principals to complete a two-item evaluation survey for 1998-99. The survey included one item regarding the attainment of the non-TAAS goals campuses had set for themselves. As part of this item, the evaluation survey instructed principals to provide data to address the attainment (or non-attainment) of each of their non-TAAS goals. (The evaluator was responsible for obtaining TAAS data to address TAAS-related goals.) The second item on the evaluation survey pertained to program changes that had taken place since spring 1998, when grant continuation surveys were completed. For easy reference in completing the evaluation surveys, the evaluator provided principals with copies of their responses to the continuation surveys, which they had submitted in spring 1998, and, when appropriate, with relevant sections of their original grant proposals, which they had submitted in 1996. Most of the program descriptions in this report were written on the basis of principals' responses to the evaluation survey. However, due mostly to administrative turnover during summer of 1999, several evaluation surveys were not returned. For these campuses, program descriptions were written on the basis of their continuation surveys.

Finally, in January 1999, the district-wide Coordinated Survey was mailed to district employees. Seven questions were included in the survey to gather information about elementary school principals' awareness of and attitudes regarding Excel. Twenty-five surveys were sent out to elementary school principals, and 18 valid surveys were returned. Coordinated Survey results pertaining to Excel are presented in the Instructional Programs and Coordinated Survey Results sections of this report.

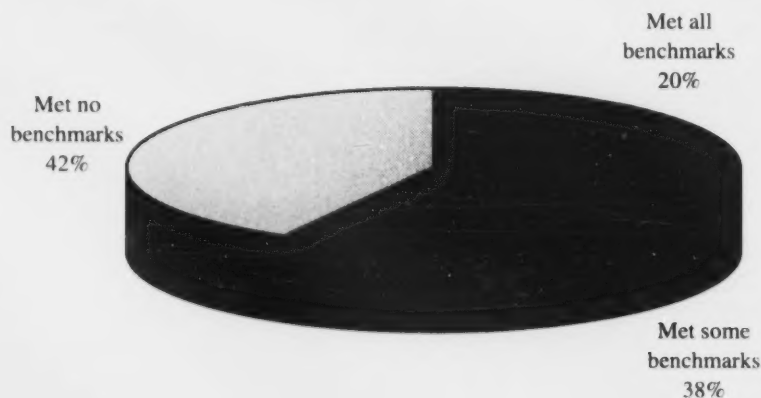
PROGRAM GOALS AND YEARLY BENCHMARKS

Campuses were required to set comprehensive goals and yearly benchmarks for their four-year ExceL programs in their original grant proposals. The goals and benchmarks could involve any part of the program (e.g., student achievement, parental involvement, staff development). However, campuses were required to include at least one goal with yearly benchmarks related to TAAS. Campuses were free to write the TAAS-related goals and benchmarks in any format deemed appropriate for the program (e.g., by test, by grade level, or by student group). Campuses had opportunities to update their benchmarks for 1998-99 in their continuation surveys. Many campuses took advantage of this opportunity to adjust their benchmarks from the original grant proposal because of programmatic changes and/or unexpected results on the 1997-98 TAAS. The yearly benchmarks that campuses set for themselves are included in the ExceL Programs by Campus section of this report (see pages 25-99).

TAAS Summary Reports, published by the Texas Education Agency (TEA) were used in determining whether grade-level TAAS benchmarks were met. In previous years, the TAAS Summary Reports contained scores of all students, except students in special education, at each campus who received valid scores on TAAS. However, this year, the TAAS Summary Reports included scores of special education students because students served by special education have been included for the first time in the determination of accountability ratings. Therefore, benchmark attainment results must be interpreted in light of the change in score reporting by the TEA, especially for campuses that set TAAS goals in terms of improvement from last year to this year (e.g., TAAS Math scores will improve 5 percentage points).

As shown in Figure 3 below, 20% of campuses met all of their ExceL TAAS benchmarks for 1998-99; 38% met some of their benchmarks; 42% met none of their benchmarks.

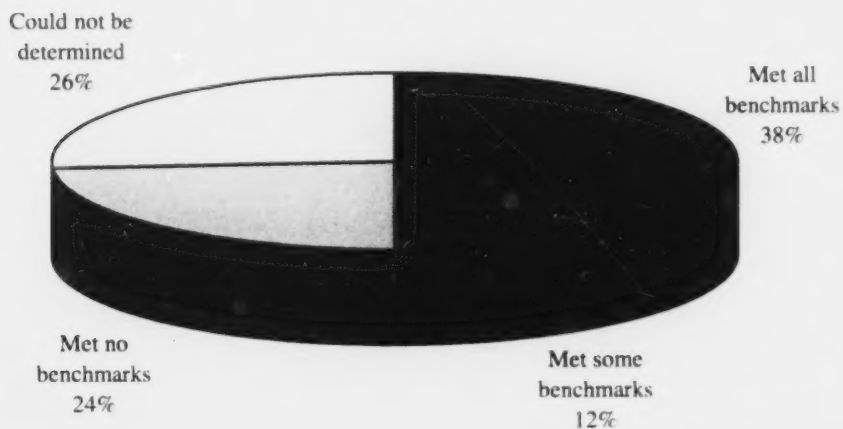
Figure 2: Campus Attainment of ExceL TAAS Benchmarks for 1998-99



In addition, 34 campuses set non-TAAS benchmarks for the 1998-99 school year. Then, as described in the Methodology section of this report (see page 10), campuses were asked to provide the evaluator with data to address all non-TAAS benchmarks (e.g., benchmarks pertaining to parent involvement or staff development) at the end of the 1998-99 school year in the evaluation survey.

As shown in Figure 4 below, 38% of principals reported that their campuses met all of their non-TAAS benchmarks; 12% of principals reported that their campuses met some of their benchmarks; and 24% of principals reported that their campuses met none of their benchmarks. In addition, 26% of principals did not respond to the question regarding attainment of their non-TAAS benchmarks, or provided data that was insufficient to determine if the benchmarks had been met.

Figure 3: Campus Attainment of Excel Non-TAAS Benchmarks for 1998-99



INSTRUCTIONAL PROGRAMS

In 1998-99, campuses continued their ExceL instructional programs, which had been designed in 1996 to address the needs of the specific students served. Campuses were free to make changes to their programs, pending area superintendent approval, if students' needs changed or if original program components were found to be ineffective. Grant administrators placed few constraints on campus instructional programs. Programs were to focus on student learning, with a primary focus on TAAS. ExceL-funded staff positions were to be capacity-building (i.e., campus programs should be able to continue without the staff positions at the end of the ExceL grants program). Campuses focused on one or more area(s) of their choice to address the needs of their students. The principals who responded to the Coordinated Survey (n=18) reported that major foci of their programs included the following:

- 94%, *mathematics*;
- 94%, *literacy*;
- 78%, *writing*;
- 44%, *parent involvement*;
- 28%, *science*;
- 22%, *behavioral issues*;
- 22%, *cultural diversity*;
- 11%, *other*.

Campuses promoted academic achievement through methods of their choice, on the basis of student needs and pending area superintendent approval. As a result of this freedom, and as a result of variation among instructional budget amounts (e.g., Lee received \$8,600; Widen received \$69,450), campuses used their instructional funds in very different ways. For example, some campuses spent the majority of their instructional budgets on supplies and materials (e.g., books, software, manipulatives); some hired part- or full-time staff (e.g., parent coordinators, teaching assistants, consultants); some used instructional funds for staff development (campuses were free to transfer funds from instructional to staff development accounts and vice versa); and some implemented academic programs for students and/or parents (e.g., after-school TAAS tutoring, mentoring programs, English as a Second Language, and General Education Development).

Instructional programs also varied in degree of innovation. For example, some campuses used ExceL funds to buy materials to support district-mandated curricula (e.g., manipulatives for Investigations in Number, Data, and Space), to align their campus curricula, or to supplement an existing program (e.g., Reading Recovery), while others developed new and unique programs (e.g., the Boone Publishing Company, Cunningham's Cobra News and Cobra Cash, the Micro-Society at Kocurek, the Wooten Parent Academy, and CASA Zilker). Most often, however, campuses used ExceL instructional funds for a combination of innovative and traditional activities.

Some of the curriculum resources and instructional methods included in 1997-98 campus Excel instructional programs were not aligned with the district curriculum. However, as the district continued to define and clarify information regarding appropriate curriculum resources and instructional methods, campuses responded by aligning their programs with the district curriculum. In addition, in fall of 1998, district staff conducted several workshops to educate principals and other campus staff on the appropriate uses of Excel funds.

Activities conducted during 1998-99 are described by campus in the Excel programs by campus section of this report.

STAFF DEVELOPMENT

In 1998-99, two \$50 stipends were provided through Excel for each professional staff member for professional development, on the basis of the number of professional staff at each campus in 1994-95. The district provided fringe benefits (e.g., disability insurance) in addition to the stipends over and above the Excel staff development budget. Campuses were free to use staff development funds for activities of their choice to support their instructional programs. However, a maximum of 10% of staff development funds could be used for travel and registration for conferences and to hire consultants.

On the basis of the 1998-99 Excel Continuation and Evaluation Surveys, the following percentages of campuses used Excel staff development funds to provide one or more of their staff members with the staff development activities listed below:

- 71%, training in literacy;
- 49%, training in mathematics;
- 27%, training in technology;
- 25%, curriculum alignment/unit development;
- 19%, training in assessment (e.g., PALM training);
- 18%, gifted/talented training;
- 15%, training in cultural diversity/behavior/school climate;
- 12 %, training in science;
- 10%, training in TAAS administration;
- 10%, local, state, or national conferences;
- 7%, training of their choice, related to Excel goals;
- 6%, training in individual learning styles;
- 4%, retreat/team-building;
- 4%, book studies;
- 3%, observation at other campuses.

Staff development varied in terms of cohesiveness and relatedness to the instructional program. For example, Becker Elementary had a cohesive staff development program that was related to its instructional program. The instructional program focused on balanced literacy and parental involvement and included a parent literacy program, and literacy materials for students. Staff development consisted of training in Literacy Backbone for all staff members. However, at another campus, the instructional program focused on literacy, but staff development included mathematics, cultural diversity, and curriculum alignment.

COORDINATED SURVEY RESULTS

Table 4 shows the percentage of responses for the seven Coordinated Survey questions.

Survey Item	Percentage of Respondents					
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know</i>
1. Excel has positively impacted student achievement at our campus over the past 2 1/2 years.	72%	28%				
2. Our 1998-99 Excel instructional budget is adequate to meet our program needs.	22%	39%		39%		
3. Our 1998-99 Excel staff development budget is adequate to meet our staff development needs.	24%	41%	6%	29%		
4. I have a clear understanding of district policy concerning appropriate usage of Excel grant funds.	59%	35%	6%			
5. I feel free to include innovative resources and methods in our campus Excel instructional program and staff development.	44%	44%	6%	6%		
6. Our campus would benefit from Excel funds during the 1999-00 school year.	89%	11%				
7. All curriculum resources included in our 1998-99 Excel program are aligned with the district curriculum.	82%	12%		6%		

Review of the data in Table 4 indicates that the majority of Excel principals believe that the Excel grants program has positively impacted student achievement and should be continued during the 1999-00 school year. In addition, a majority of principals reported that Excel instructional and staff development budgets were adequate to meet their Excel program needs.

However, moderate percentages of principals reported that their ExceL instructional and staff development budgets were inadequate (39% and 29% percent, respectively). The majority of principals reported that they understood district policy concerning usage of ExceL funds and that the curriculum resources they chose were aligned with the district curriculum. Finally, most principals reported feeling free to use innovative resources and methods in their programs.

SUMMARY OF RESULTS AND RECOMMENDATIONS

SUMMARY OF RESULTS

The evaluation of the ExceL Through Innovation grants program at AISD has provided information on the instructional programs and staff development carried out at the district's 68 elementary schools through ExceL funding. This report presents an overview, including a description of the grants program and its history, along with application procedures and funding allocation information. The overview is followed by summaries of campus benchmarks and benchmark attainment, instructional programs, and staff development for 1998-99. The remainder of the report is comprised of program descriptions by campus that include budgetary information, benchmarks and benchmark attainment, and detailed descriptions of instructional programs and staff development.

Program Costs

A total of \$2,695,130 were allocated for ExceL instructional programs, staff development, and capital outlay in 1996-97; \$2,496,005 were allocated for ExceL instructional programs and staff development in 1997-98; \$1,952,105 were allocated for ExceL instructional programs and staff development in 1998-99. Of the 1996-97 funding allocation, 33% of funds were used for staff development; 32% were used for supplies and materials; 15% were used for salaries; 9% were unspent; 6% were used for capital outlay; 5% were used for other expenses. Of the 1997-98 funding allocation, 30% of funds were not spent; 24% were used for staff development; 21% were used for salaries; 17% were used for supplies and materials; 4% were used for capital outlay; 4% were used for other expenses. Of the 1998-99 funding allocation, 33% of funds were not spent; 14% were used for staff development; 22% were used for salaries; 22% were used for supplies and materials; 3% were used for capital outlay; 6% were used for other expenses.

Program Benchmarks

As a result of the evaluation efforts, it was determined that 20% of campuses met all of their TAAS-related benchmarks for 1998-99; 38% met some of their benchmarks; 42% met none of their benchmarks. In addition, 38% of campuses met all of their non-TAAS-related benchmarks for 1998-99; 12% met some of their benchmarks; 24% met none of their benchmarks; 26% of campuses did not send adequate information to determine if they met their benchmarks.

Instructional Programs

Campus instructional programs varied a great deal in type and in degree of innovation. This variation was due, at least partly, to the differences in funding amounts received. Overall, the five most common major foci for ExceL instructional programs were the following:

- 94%, *mathematics*;
- 94%, *literacy*;
- 78%, *writing*;
- 44%, *parental involvement*;
- 28%, *science*.

During 1998-99, a decreased number of programs included curriculum resources and/or instructional methods that were neither aligned with the district curriculum nor endorsed by the district. Due, at least in part, to workshops conducted by district staff to educate principals and other campus staff on the appropriate uses of ExceL funds, campuses have adapted, or are in the process of adapting, their programs to be aligned with the district curriculum.

Staff Development

Campus staff development activities varied in cohesiveness and relatedness to instructional programs. For example, at some campuses, staff development funds were used for activities that were clearly focused and directly related to instructional programs. At other campuses, however, staff development funds were used to supplement a wide variety of individual staff development needs, some of which were not directly related to instructional programs. Overall, the five most common staff development topics were the following:

- 71%, *literacy*;
- 49%, *mathematics*;
- 26%, *assessment*;
- 27%, *technology*;
- 25%, *curriculum alignment/unit development*.

Coordinated Survey

The majority of ExceL principals reported that the ExceL program has positively impacted student achievement and should be continued during the 1999-00 school year. In addition, a majority of principals reported that ExceL instructional and staff development budgets were adequate to meet their ExceL program needs. However, moderate percentages of principals reported that their ExceL instructional and staff development budgets were inadequate (39% and 29% percent, respectively). The majority of principals reported that they understood district policy concerning usage of ExceL funds and that the curriculum resources they chose were aligned with the district curriculum. Finally, most principals reported feeling free to use innovative resources and methods in their programs.

RECOMMENDATIONS

Results of the evaluation of the ExceL program reveal that the program continues provide unique opportunities for campuses to implement cutting-edge, research-based programs designed especially for their student populations. The fact that the district has provided these innovative grants is an indication of its dedication to campus-based decision-making with the primary goal of addressing the needs of the specific students served. However, on the basis of results of this evaluation, it is evident that even during the third year of the program, some campuses did not fully utilize these opportunities:

- Six percent of grant funds allocated for years one and two (\$288,452) were not spent by the end of year three; 33% of grant funds allocated for year three (\$635,036) were not spent during year three.

- Overall, 26 % of campuses did not return data sufficient to address the non-TAAS benchmarks they set, suggesting that some campuses did not fully evaluate their own programs.
- Only 20% of campuses met all of the TAAS-related benchmarks they set for 1998-99; 38% of campuses met all of the non-TAAS benchmarks.

On the basis of these results, two potential courses of action are recommended. The first course of action is more consistent with the spirit of the original Excel grants program in that it places more responsibility on the individual campuses. However, the second course of action may be more practical at this time, as 1999-00 will be the fourth and final year of the program.

1. The Excel grant program should be competitive. In order to receive funding, campuses should agree to the following assurances: spending all of their funds, utilizing curriculum resources and instructional methods that are aligned with the district curriculum, fully evaluating their programs, and striving to achieve the yearly benchmarks they set for themselves. Each year, renewed funding should be contingent on fulfillment of this agreement.
2. Alternatively, campuses should be monitored more closely; grant administrators and area superintendents should take measures to ensure that campuses spend all of their grant funds, utilize curriculum resources and instructional methods that are aligned with the district curriculum, fully evaluate their own programs, and strive to achieve their yearly benchmarks. In addition, there should be consequences for failure to fulfill these requirements.

EXCEL PROGRAMS BY CAMPUS

In the following campus-level reports, budgetary, instructional program, and staff development information is summarized in a text box at the beginning of the report. Program benchmarks are presented with benchmark attainment results for the 1998-99 school year. Finally, instructional programs and staff development funded through Excel are described.

ALLAN ELEMENTARY

Total 1998-99 Excel budget: \$35,070 (\$34,178 were spent). Instructional program included technology-integrated curriculum, parent training, and materials for students. Staff development included training in literacy, technology, early childhood, mathematics, and TAAS analysis.

Program Benchmarks and Benchmark Attainment Results

1. *Eighty percent of students will pass TAAS Reading.*
 - Sixty-seven percent of students passed TAAS Reading.
2. *Eighty percent of students will pass TAAS Mathematics.*
 - Sixty-six percent of students passed TAAS Mathematics.
3. *Thirty percent of parents will participate in an ongoing parent training program.*
 - Approximately 40% of Allan parents attended a variety of training and other activities (see below).

Instructional Program

In 1998-99, *Building Blocks to Student Learning*, the Excel program at Allan Elementary, had four major components: technology-integrated curriculum, parent training, materials for students, and staff development.

Staff at Allan continued to implement the vertically-aligned and technology-integrated curriculum. The intersession curriculum combined reading, mathematics, and technology, with a special emphasis on writing for fourth grade students.

Approximately 40% of Allan parents participated in various parent training activities including Family Literacy Nights (KLRU series), Family Literacy/Technology Night, Family TAAS Nights, and a home literacy program for parents. In addition, the Parent Training Specialist, one student, two parents, and the principal attended and presented at the 3rd Annual Statewide Parenting Conference in Houston, Texas. Three parents and the Parent Training Specialist attended the Celebration of Families Literacy Fair. Five parents attended the Mother Goose Literacy/Science Workshop series. One hundred parents attended the Boundary Information Session at Allan. Six Allan parents participated in the AVANCE/Even Start program, in which parents and their children attended classes two days a week from 12:00 to 2:45 p.m. Plans for next year include scheduling training workshops for parents of students in the same grade level. For example, 2nd grade teachers will hold a training workshop series for the parents of their students and third grade teachers will do the same for the parents of their students.

Materials purchased for students this year included books for the new, leveled library. These books are intended for use in the classroom and in guided reading groups. In addition, computers, software, books for classroom libraries, and books for the school library were purchased.

Staff Development

Staff at Allan participated in a variety of professional development activities, including graduate courses in reading and computer technology, an AISD literacy workshop series, and the AISD Early Childhood Summit. In addition, teachers attended the International Reading

Association Conference, the National Mathematics Conference, and the National Science conference. Teachers and teaching assistants participated in a workshop series on Language Acquisition through the University of Texas. Teachers attended Investigations in Number, Data, and Space training, on-site computer training, and an AISD TAAS analysis workshop.

ALLISON ELEMENTARY

Total 1998-99 Excel budget: \$40,530 (\$14,304 were spent). Instructional program included Spalding Phonics, Electronic Bookshelf, reading programs, and TAAS incentives. Staff development included training in reading and mathematics instruction, technology training, team building, and a workshop on poverty.

Program Benchmarks and Benchmark Attainment Results

1. *At least 80% of students will pass all sections of TAAS.*

- Seventy percent of students passed all sections of TAAS.

2. *The writing curriculum will be aligned and implemented.*

- The writing curriculum was aligned and implemented for grades pre-Kindergarten through five.

Instructional Program

Reading was an emphasis of the Excel Program at Allison during 1998-99. Staff members continued to implement Electronic Bookshelf and Spalding Phonics. Books, compact disks, manuals, and notebooks were purchased to support these programs. Students attended the Early Bird Reading Program at 6:45 a.m. each morning, where they had access to reading materials to enjoy before class. Students were free to read alone, with other students, or with teachers. Three or four parents and teachers supervised the students each morning.

In addition, the Excel program emphasized TAAS. Students completed two TAAS release tests. Results of the tests were used to pinpoint students' areas of weakness. Students participated in a TAAS encouragement program; fourth and fifth graders who passed the TAAS received a T-shirt and a trip to Celebration Station, and students who earned academic recognition received trophies. Parent/teacher conferences emphasized TAAS, and all parents of students who failed TAAS met one-on-one with a teacher. Teams of teachers trained a core group of parents on how to address TAAS strategies. These parents led a TAAS discussion group for other parents, especially parents new to the campus and parents of third grade who were encountering TAAS for the first time. Several parent training activities were held at each grade level, and topics included creating sticker books, understanding TAAS, and fostering students' reading improvement.

The Dragon Boosters program continued during 1998-99. Each faculty member "adopted" two third-grade students to mentor during the school year. Mentors spent at least 30 minutes with the pair each week, covering a series of TAAS objectives over the course of the school year. After TAAS, teachers and students celebrated one Saturday with a trip to Inner Space Caverns and a meal at the Golden Corral.

During the fall semester, students participated in the Dragon Works program. Students wrote books and created and published monthly newspapers. Completed books and newspapers were displayed in the library and made available for check out.

Finally, the after-school reading and mathematics TAAS clubs continued. Teachers took turns working with students in the clubs and received stipends for doing so.

Staff Development

Staff development included training in Spalding Phonics, Problem-Solving Blueprint, and Touch Point Mathematics. Staff members also participated in team building, technology training, and a workshop on poverty.

ANDREWS ELEMENTARY

Total 1998-99 ExceL budget: \$35,850 (\$24,789 were spent). Instructional program included Accelerated Reader software, a math lab teaching assistant, Family Math Night, and Kamico assessments. Staff development focused on Literacy Backbone, Capital City Writes, Investigations in Number, Data, and Space, Urban Learner Framework, and Applied Learning.

Program Benchmarks and Benchmark Attainment

1. To maintain increases in mathematics scores, as assessed by TAAS

- The percentage of third grade students passing Mathematics TAAS decreased 4 percentage points.
- The percentage of fourth grade students passing Mathematics TAAS decreased 14 percentage points.
- The percentage of fifth grade students passing Mathematics TAAS increased four percentage points.

2. To increase reading scores, as assessed by TAAS

- The percentage of third grade students passing the Reading TAAS increased 9 percentage points.
- The percentage of fourth grade students passing the Reading TAAS decreased 11 percentage points.
- The percentage of fifth grade students passing the Reading TAAS decreased 7 percentage points.

Instructional Program

During 1998-99, the focus of *Andrews Achievement in Mathematics and Reading*, the ExceL program at Andrews, continued to be reading achievement, with a secondary focus on mathematics achievement.

For the second year, a teaching assistant facilitated use of the Accelerated Reader software program and implemented a student recognition component for improvement in reading comprehension. Students earned points for scoring 60% or higher on Accelerated Reader test questions. Students cashed in their points for prizes at the end of the year. During 1999-00, the challenge will be to maintain this program as the campus converts to the new network system for computers.

In 1998-99, the mathematics lab had to be discontinued, due to campus over-crowding. However, the math lab teaching assistant continued to work through content mastery and co-teaching in the classrooms.

Family Math Night was held in November. All grade levels were represented, and over 100 families participated in activities that helped parents understand the new Investigations in Number, Data, and Space curriculum resource. Third, fourth, and fifth grade classes participated in field trips that focused on mathematics and reading.

Once again this year, staff at Andrews administered Kamico assessments every 9 weeks. Results were analyzed by class to inform instruction and, therefore, to increase student achievement in mathematics.

Staff Development

Fourth and fifth grade teachers participated in ongoing training in Investigations in Number, Data, and Space. All first through fifth grade teachers were trained in, and implemented, Literacy Backbone. Four teachers attended Capital City Writes during the summer of 1998 and shared what they learned when they returned in the fall. A core group of teachers and administrators were trained in the Urban Learner Framework and Applied Learning, which emphasize real world applications of student learning. Following the training, the teachers lead students in conducting Applied Learning projects (i.e., Career Day, which was planned and implemented by fifth grade students). In addition, the teachers visited two Applied Learning Schools in Fort Worth. Finally, an Applied Learning framework was used for the summer school reading program.

BARRINGTON ELEMENTARY

Total 1998-99 ExceL budget: \$31,770 (\$8,499 were spent). Instructional program included campus science program. KAMICO testing, and parent activities. Staff development focused on science curriculum, literacy, mathematics, and parental involvement.

Program Benchmarks and Benchmark Attainment Results

1. *Eighty percent of students will pass all sections of TAAS.*
 - Seventy-two percent of students passed all sections of TAAS.
2. *At least 80% of third grade students will pass the TAAS Reading.*
 - Eighty-three percent of third grade students passed TAAS Reading.
3. *Ninety percent of students will use take-home folders.*
 - Ninety-five percent of students used take-home folders.
4. *At least 40 parents will participate in evening literacy classes.*
 - Seventy-one percent of parents attended the evening literacy classes.
5. *There will be a 20% increase in parent involvement in after/before school support, such as, Junior Cadets and tutorials.*
 - After/before school support increased about 50%.
6. *At least 85% of first graders will be promoted to the second grade and exited as readers, on the basis of PALM.*
 - At least 85% of first graders were promoted to the second grade and exited as readers, on the basis of PALM.
7. *Parents will attend the portfolio presentations for pre-Kindergarten through sixth grade.*
 - At least 90% of parents attended the portfolio presentations.

8. *Barrington students will achieve acceptance into Kealing Magnet School.*

- One hundred percent of sixth grade students who applied were accepted into the Kealing Magnet School

Instructional Program

Science Links is Barrington's Excel program developed to address the need among Barrington students to increase non-fiction reading and writing skills. The program is comprised of a set of science-related curriculum resources (e.g., Great Explorations in Math and Science, Science and Technology for Children, Full Option Science System, Activities for Integrating Math and Science) chosen for Barrington students on the basis of extensive TAAS-related testing. *Science Links* includes opportunities for all students to participate in growing plants from seeds in the school greenhouse, to plant the plants in their outdoor class gardens, and to harvest the plants. During the first two years of Excel, Barrington Elementary met a major goal of its Excel program, *Science Links*. The science coordinator successfully trained all of the Barrington teachers, and the science program was fully implemented. This year, Barrington staff were self sufficient in having created a science vertical team to oversee the continuation of phase three of the Science Links Program. The team planned quarterly for the implementation of science in the lab and green house and for the organization and purchasing of the phase three FOSS kits. During 1998-99, 75% of teachers used the science lab and green house facilities. All classes had gardens where they planted and cultivated flowers or goods.

This year, a new focus of Excel was early literacy. The new literacy program included staff development in literacy (see below) and purchasing supplies to support these trainings. In addition, Barrington staff implemented a Home-to-School Literacy Program, which included giving a book to every newborn in the community.

During 1998-99, mathematics and parental involvement continued to be emphasized at Barrington. One hundred percent of staff who had been trained in Investigations in Number, Data, and Space, used the curriculum resource in the classroom. In addition, staff incorporated mathematics competitions and leadership competitions into the mathematics program. Parental involvement was expanded to include an After-School-to-Home Program by offering additional after school tutorials and a Junior Cadet program that worked in conjunction with the Reagan High School ROTC program and the National Guard. Daily take-home folders were used to improve school-home communication. Four parent workshops and several cultural awareness programs, such as an International Fair, a Cinco de Mayo celebration, and Black History events were implemented. Parent literacy training was provided for all interested parents. Other parent activities included Meet and Greet, parent orientation, PTA meetings with conversations, Interfaith Facilitating Team, and cultural diversity training.

Students were tested every quarter, three times with KAMICO and once with a previously administered TAAS test. Results were used to determine the effectiveness of current programs and to make changes. Intersessions focused on these areas as well.

Staff Development

Staff participated in a variety of training activities that focused on PALM; High Scope; Project Read; Literacy Circles; mathematics alignment; reading alignment; Investigations, in Number, Data, and Space; science training; and cultural diversity and social skills training.

BARTON HILLS ELEMENTARY

Total 1998-99 Excel budget: \$10,900 (\$6,213 were spent). Instructional program focused on mathematics, integrated curriculum, and community service. Staff development included Curry Samara training.

Program Benchmarks and Benchmark Attainment Results

1. *Students in every grade will achieve a 90% pass rate or above on the TAAS Mathematics.*
 - Ninety-seven percent of third grade students passed the TAAS Mathematics; 89% of fourth grade students passed; 99% of fifth grade students passed; 92% of sixth grade students passed.
2. *Ninety percent of teachers will use the integrated curriculum in the classroom.*
 - Ninety percent of teachers used the integrated curriculum in their classrooms.

Instructional Program

The Excel program at Barton Hills Elementary School focused on integrated curriculum, mathematics, and community service.

Ninety percent of teachers used integrated curriculum in their classrooms. Units were shared among teachers of different grades. Lessons were observed, and products were displayed. Earth day was celebrated with a variety of integrated lessons presented to children by children. The celebration included music, art, science, social studies, physical activities, and STAR (Serving Together, Accepting Responsibility) skills.

STAR is an integrated curriculum, which provides all students with opportunities to grow as responsible, productive members of the community. The curriculum focuses on problem-solving skills that can be extended to real-world situations and learning experiences. The curriculum also focuses on the theme of social responsibility. As part of the STAR program some teachers guided their students, through use of the inquiry process, in deciding which community service organization the class would support.

The classes chose names and roles for their places in the STAR Galaxy to define the action the classes would take to support their chosen community services. The STAR Galaxy will, by the end of the fourth year, be a place in school where members of the community can come to shop, see artwork and photos, experience children's theater, hear music, etc. relating to the students' community service efforts.

As part of the integrated curriculum, the Star Program focused on a different "STAR Skill" every nine weeks including *respect, responsibility, cooperation, and empathy*. Students read books and participated in activities involving the STAR Skills. Students who displayed one of the skills had their name placed on a star, and the star was hung in the Star Galaxy.

The Barton Hills tutoring/enrichment center served selected students on an informal basis. The center provided individual and small group assistance for students with difficulty in mathematics or reading. Students who scored in the lower quartile on TAAS were invited to a

week-long intensive TAAS Summer Camp. Parents, students, and staff members participated in Family Math Night.

Staff Development

Excel staff development days were used for integrated unit training. The entire staff participated in Curry Samara training.

BECKER ELEMENTARY

Total 1998-99 Excel budget: \$23,330 (\$21,564 were spent). Instructional program focused on parent involvement and balanced literacy. Staff development included Literacy Backbone.

Benchmarks and Benchmark Attainment Results

1. Eighty percent of Becker students taking the TAAS will pass.

- Seventy-three percent of students passed the TAAS Reading; 69% of students passed the TAAS Mathematics; 86% of students passed the TAAS Writing.

2. Thirty percent of parent will participate in school/PTA-sponsored events.

- According to the principal, a record number of parents contributed and participated in their children's learning at Becker this school year.

Instructional Program

During 1998-99, the Excel program at Becker Elementary focused on balanced literacy and parent involvement.

Excel grant funds were used to support Becker's movement toward a balanced literacy approach to teaching reading and writing. Staff development focused on literacy, and reading materials were purchased for students.

Becker staff trained homeroom parents. Parents as Partners, a parent literacy training program, was implemented. Parents had opportunities to attend Conflict Resolution classes and ongoing school events, such as fall and spring carnivals, Family Math and Literacy Nights, Heritage Night, honors assemblies, PTA programs, etc.

Staff Development

Excel grant funds were used to support the balanced literacy program. Teachers received training in Literacy Backbone.

BLACKSHEAR ELEMENTARY

Total 1998-99 Excel budget: \$49,700 (\$26,572 were spent). Instructional program included Saturday TAAS enrichment, family activities, and behavior/achievement incentives. Staff development focused on mathematics and reading instruction and teacher-selected training.

Program Benchmarks and Benchmark Attainment Results

1. Seventy percent of students will pass TAAS Mathematics.

- Sixty percent of students passed TAAS Mathematics.

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Instructional Program

The Excel program at Blackshear focused on mathematics and reading achievement and parent involvement. Family education nights, for example, Family Math Night, were held once each month. Families received packets to take home and complete. Also, families had opportunities to check out mathematics materials throughout the year.

Students identified by teachers as being at-risk for failing TAAS received invitations to Saturday School beginning in January. Saturday School lasted two and one-half hours each week and included mathematics and reading instruction. Students took TAAS practice tests and received a snack. Excel money purchased supplies and materials for this activity.

Other Excel activities included a recognition club for the A/B Mathematics Honor Roll. In addition, students who exhibited excellent behavior or who achieved certain levels on the Accelerated Reader program received opportunities to purchase goods from the School Award Store. Tuesday night parent/community meetings were held. Parents received donated incentives for continued attendance at these meetings.

Staff Development

Professional staff members attended training in Strategic Mastery; curriculum alignment; Habits of Mind; Investigations in Number, Data, and Space; holistic scoring; and Math Pentathlon. In addition, each teacher participated in three self-selected staff development activities that supported the Campus Improvement Plan.

BLANTON ELEMENTARY

Total 1998-99 Excel budget: \$38,210 (\$24,272 were spent). Instructional program focused on TAAS enrichment, curriculum support materials, community activities, TAAS incentives, and Reading Recovery. Staff development included training in Full Option Science System; Capital City Writes; Investigations in Number, Data, and Space; Common Bonds; and Gifted/Talented.

Program Benchmarks and Benchmark Attainment

1. *The percentage of third grade students passing the TAAS Mathematics will increase.*
 - The percentage of third grade students passing the TAAS Mathematics increased 6 percentage points.
2. *The percentage of fourth grade students passing the TAAS Mathematics will increase.*
 - The percentage of fourth grade students passing the TAAS Mathematics decreased 9 percentage points.
3. *The percentage of fifth grade students passing the TAAS Mathematics will increase.*
 - The percentage of fifth grade students passing the TAAS Mathematics decreased 8 percentage points.
4. *The percentage of third grade students passing the TAAS Reading will increase.*
 - The percentage of third grade students passing the TAAS Reading increased 7 percentage points.
5. *The percentage of fourth grade students passing the TAAS Reading will increase.*
 - The percentage of fourth grade students passing the TAAS Reading decreased 10 percentage points.

6. *The percentage of fifth grade students passing the TAAS Reading will increase.*

- The percentage of students passing the TAAS Reading increased 5 percentage points.

Instructional Program

In 1998-99, *Every Student, Every Day-High Expectations*, the Excel program at Blanton Elementary, focused on academic support for low-performing students, curriculum support materials, community support, TAAS motivation, and staff development. In addition, this year, training was provided for a Reading Recovery teacher through Excel funds.

An afterschool enrichment program was offered to low-performing students. Counselors contacted families to ensure that students who most needed the extra academic support would receive it. Enrichment activities were offered twice per week for an hour each day with a capacity of 150 students per session. Teachers used this time to reinforce concepts taught during the instructional day with games, manipulatives, dramatizations, and small group problem-solving. University of Texas Neighborhood Longhorns provided tutorials in language arts and mathematics biweekly for third through fifth grade students. Third grade students attended classes that focused on objectives they had failed to master. The school-wide citizenship plan continued to be implemented, and additional materials were purchased to enhance instruction. TAAS release tests were administered three times during the year at appropriate grade levels. Results were used to develop a plan to increase the rate of success on TAAS.

Parent and community members were invited to attend community night meetings to discuss the TAAS and to help parents learn how to support their children in reading and mathematics. Parents learned to use real-life materials to reinforce their children's academic skills by making and taking home materials and by checking out games and materials for use at home. Food was served at the community night meetings that were held in conjunction with the after school enrichment program. A newsletter was published to share mathematics and reading ideas with families. Students and classes contributed ideas to the newsletter and assisted in its production.

Blanton students in grades three through five were recognized at a TAAS Banquet. Students who passed all parts of the TAAS and their parents were invited. A celebrity guest speaker addressed the audience. Students received a TAAS Master t-shirt and a certificate for their accomplishments. In addition, one of the school's adopters photographed the celebrity with each student. Each student received a copy of his or her photograph, autographed by the celebrity and displayed in an attractive holder.

Teachers used a variety of innovative teaching techniques. For example, an especially strong group of fifth grade teachers modeled mathematics teaching techniques for third grade teachers. Two or three days per week, fourth grade classes were taught writing as one large group by an especially strong writing teacher. Then, the students returned to their individual classrooms to complete the lessons. Teachers cooperatively planned thematic units and provided individualized courses of instruction for students.

Staff Development

Pre-K through fifth grade teachers attended three days of Full Option Science System Science Kit training. Kindergarten through fifth grade teachers attended three weeks of Capital City Writes training. Some teachers also attended training in Investigations in Number, Data, and Space; Common Bonds; and Gifted/Talented.

BOONE ELEMENTARY

Total 1998-99 ExceL budget: \$51,180 (\$3,243 were spent). Instructional program included The Boone Publishing Company and a reading resource room. Staff development focused on literacy, mathematics, diversity, classroom management, and curriculum alignment.

Programs Benchmarks and Benchmark Attainment Results

1. Eighty percent of students in grades three through five will meet or exceed state and local standards in Reading, Writing, and Mathematics, as assessed by TAAS.

- Ninety percent of third grade students, 83% of fourth grade students, and 82% of fifth grade students passed the TAAS Reading.
- Ninety percent of third grade students, 84% of fourth grade students, and 78% of fifth grade students passed the TAAS Mathematics.
- Eighty-four percent of fourth grade students passed the TAAS Writing.

2. All students will be reading and writing on or above grade level by the beginning of 3rd grade.

- According to the principal, students demonstrated a year's growth, as assessed using PALM.

Instructional Program

During 1998-99, staff at Boone Elementary continued to implement literacy instruction on the basis of the Literacy Learning Network. Eighty percent of the professional staff have been trained in this model. Three faculty meetings were devoted to literacy. A Resource Room included a variety of Caldecott Award books and other high quality, developmentally appropriate children's literature, oversized books, and instructional reading and writing books.

Students participated in the Boone Publishing Company and experienced the literacy process from conception to publication. The company was organized as a business, and gave students opportunities to practice problem-solving in dealing with the day-to-day operations. The company published a variety of written projects including stories, letters, pamphlets, research papers, and biographies. By the end of 1998-99, a book published by each student was placed in the school library. The school's computer lab served as the company office. CEO's, office managers, clerks, etc. were elected for the company. Parents were invited to a Literacy Day at Boone that incorporated student writing.

Staff Development

Two professional staff members attended training in the Literacy Learning Network. All staff members attended mathematics training (Joshua Horton), diversity training, and three days of videotape presentations focusing on multi-cultural issues and classroom management. In addition, all staff members participated in curriculum alignment.

BRENTWOOD ELEMENTARY

Total 1998-99 ExceL budget: \$36,730 (\$23,989 were spent). Instructional program focused on literacy, mathematics, and technology. Staff development topics included multi-age, running records, and TAAS/TLI analysis.

Program Benchmarks and Benchmark Attainment Results

1. Scores will increase seven percentage points on the TAAS Reading and Mathematics.

- Scores decreased 3 percentage points on the TAAS Reading.
- Scores increased 1 percentage point on the TAAS Mathematics.

Instructional Program

Staff at Brentwood continued work toward developing an emergent literacy program that would include staff development, early intervention, and supporting resources. Staff received a variety of training related to emergent literacy (see below). In addition, PALM Assessment materials were purchased and used throughout the year. Staff purchased big books for teachers to use during shared reading instruction, and approximately 400 emergent literacy books were added to the library collection.

One goal of the ExceL program was to establish and maintain a school environment to enhance student learning, on the basis of the most current brain-based research. Staff received a variety of training related to brain research (see below). In addition, a Technology Specialist was hired to train teachers, parents, and students; to integrate the curriculum; and to maintain all campus computers.

The professional library was expanded to include books on theory and teaching strategies to support brain-based learning. Professional Resources added to the library include *Guided Reading*, *Emergent Literacy*, *Inclusion*, *Cooperative Learning*, and *Multi-Age Resources*.

Parents, students, and staff attended a schoolwide culture fair, Celebration of Texas, which featured a variety of Texas cultures. The celebration included special guest performers, a storyteller, and student exhibits and performances.

Staff Development

Staff development included training in running records, TAAS/TLI analysis, Advanced TRIBES training, and Brain GYM. Two teachers were trained in balanced literacy and will serve as trainers on the campus. Pre-K through second grade teachers attended the Balanced Literacy Conference and the Early Childhood Summit. In addition, some staff members participated in four days of multi-age training and attended the ITI Science Institute in Waco, TX. Finally, the Technology Specialist provided teachers with ongoing technology training.

BROOKE ELEMENTARY

Total 1998-99 ExceL budget: \$25,440 (\$20,249 were spent). Instructional program emphasized increasing student achievement through parent involvement. Staff development included curriculum alignment, inclusion, Literacy Backbone, Capital City Writes, and more.

Program Benchmarks and Benchmark Attainment Results

1. Seventy percent of third and fourth grade students and seventy-two percent of fifth grade students will pass the TAAS Reading.

- Seventy-two percent of third grade students, 69% of fourth grade students, and 76% of fifth grade students passed TAAS Reading.
- 2. *Seventy percent of fourth grade students will pass the TAAS Writing.*
 - Seventy percent of fourth grade students passed the TAAS Writing.

Instructional Program

The focus of the ExceL program at Brooke during 1998-99 was academic achievement for all grade levels through parent involvement and staff development.

Staff provided workshops for parents. One mathematics and one literacy workshop per semester were offered to parents of students in each grade level. Staff focused attention on increasing parent literacy skills using consultant services and other sources to empower parents to coach their children at home. Parent surveys were administered to parents of new students in the fall. Results of the surveys were compiled and used to create a workshop calendar, which was implemented during the 1998-99 school year. An audio-visual lending library for parents was created. The library included video tapes and cassette players, and parents were trained in how to operate the equipment. Teachers will be able to check out cassette players during the 99-00 school year to provide training for parents during parent teacher conferences and at Back to School Night. Balanced literacy workshops were held for parents. Furniture, the overhead projector, and the screen from the ExceL room were used for these workshops.

Staff purchased easy to read books and math manipulatives. Computer hardware and software were upgraded.

Staff Development

Professional staff members and parents attend training in the following: curriculum alignment, inclusion, Literacy Backbone, Capital City Writes, Gifted/Talented, Gourmet Curriculum, diversity, mathematics problem-solving, technology training, and strategic planning.

BROWN ELEMENTARY

Total 1998-99 ExceL budget: \$16,380 (\$12,840 were spent). Instructional program included the child-centered classroom, parental involvement, mathematics, and Accelerated Reader software. Staff development included teaching for multiple learning styles, problem-solving, and Investigations in Number, Data, and Space.

Program Benchmarks and Benchmark Attainment Results

1. *Ninety percent of students will pass the TAAS Mathematics.*
 - Seventy-seven percent of students passed the TAAS Mathematics.
2. *Ninety percent of students will pass the TAAS Reading.*
 - Ninety percent of students passed the TAAS Reading.
3. *All teachers will be trained in "Science Through Literacy."*
 - This goal was not met.
4. *Staff will be trained in inclusion for special needs students.*
 - All staff members were trained in inclusion for special needs students.

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Instructional Program

During the 1998-99 school year, Brown's ExceL program included the child-centered classroom, parental involvement, mathematics, and Accelerated Reader software.

Staff members implemented the child-centered classroom model again this year. Teachers at every grade level, with assistance from their students, developed reading, mathematics, and writing learning centers appropriate for the child-centered classroom. Books and films on the child-centered classroom were provided for the teachers. In addition, teachers visited other schools who had implemented the child-centered classroom model.

Parental involvement remained a focus of the program. Staff presented monthly learning sessions for parents in literacy.

Investigations in Number, Data, and Space was implemented in grades four and five. However, basic mathematics was emphasized as well. A curriculum specialist was brought into classrooms to work with students who did not have a grasp of basic mathematics concepts. Teachers who had been to Investigations in Number, Data, and Space training returned to campus and trained other teachers in the curriculum resource.

The Accelerated Reader software/book program was used in grades 3 through 5 to motivate students to read. Dictionaries and thesauruses were used to encourage students to increase their vocabularies.

Staff Development

All staff members participated in "Teaching for Multiple Learning Styles," "Problem-Solving for Math Success," and training in inclusion for special needs students. Also, staff members received training in Investigations in Number, Data, and Space.

BRYKER WOODS ELEMENTARY

Total 1998-99 ExceL budget: \$8,725 (\$4,850 were spent). Instructional program included TAAS tutoring. Staff development included training in a variety of topics.

Program Benchmarks and Benchmark Attainment Results

1. At least 90% of students will pass all three sections of TAAS.

- Ninety percent of students passed all three sections of TAAS.

Instructional Program

During 1998-99, the ExceL program at Bryker Woods included TAAS preparation classes and staff development. ExceL funds were used to pay teacher stipend to teachers who taught TAAS preparation classes during the six weeks prior to the spring 1999 TAAS administration. This year, the program was expanded and teachers were paid for additional hours of TAAS tutoring.

Staff Development

Staff participated in technology training. In addition, one teacher attended Capital City Writes, two teachers attended a first grade convention, and one teacher attended a science workshop.

CAMPBELL ELEMENTARY

Total 1998-99 Excel budget: \$43,900 (\$15,174 were spent). Instructional program included hands-on, interactive learning lab; community outreach program; and the Neighborhood Longhorn tutoring program. Staff development focused on a variety of topics including Gifted/Talented.

Program Benchmarks and Benchmark Attainment Results

1. *The percentage of all students passing the TAAS Reading will increase to 65%.*
 - The percentage of all students passing the TAAS Reading was 78%.
2. *The percentage of all students passing the TAAS Mathematics will increase to 57%.*
 - The percentage of all students passing the TAAS Mathematics was 66%.

Instructional Program

During 1998-99, the highlight of the Excel program at Campbell continued to be Kid City, a hands-on interactive lab designed to resemble Austin businesses (e.g., East Side Café, NationsBank, Travelfest, Shivers Hospital, H.E.B., and a zoo). The lab provided a backdrop for instruction in mathematics, reading, and writing, presented under the umbrella of nature and science themes. The primary objective of the lab was to provide engaging hands-on activities including real-life problems that require solutions involving TAAS objectives. The nature of the lab and its equipment (e.g., manipulatives, books, scales, maps, music, and games) provided unique opportunities to tap into as many learning styles as possible during each lesson. Every class attended Kid City once per week.

The Kid City lab at Campbell Elementary included a year long curriculum of nature and science themes to highlight and reinforce the TAAS objectives learned in the classroom. For example, in the Kid City lab, the children learned how each of the six businesses were dealing with the real-world problem of pollution. In the East Side Café, the children categorized recyclable items that would be found among the daily trash produced by the cafe. Once the recyclable items were categorized, the children graphed the results of their findings and discussed ways the cafe might begin to recycle.

Kid City included an ecology focus and a wellness and health program supported by local businesses, parents, and the school nurse. Computers were used in the lab to provide technology experience and to enhance problem-solving opportunities for all students. A full-time staff member was responsible for the Kid City lab.

In conjunction with the Kid City lab, the East Side Café in Austin sponsored Campbell students in a community outreach program. The partnership involved access to the café's gardens, compost piles, and professional gardeners. Students in every grade level worked on mathematics problem-solving objectives in the East Side Café's gardens all year.

To support the higher-level mathematical thinking and learning required within Kid City and the classroom, students utilized innovative curriculum to strengthen retention of basic mathematics skills. A program call "Addition and Multiplication the Fun Way" was implemented in all grades, and used visual aids and stories to enhance development of these necessary skills.

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Finally, during 1998-99, the University of Texas Neighborhood Longhorn tutoring program continued at Campbell.

Staff Development

Professional staff members attended five days of training during July 1998. The training covered a variety of topics, including Gifted/Talented.

CASIS ELEMENTARY

Total 1998-99 Excel budget: \$12,100 (\$11,238 were spent). Instructional program included TAAS enrichment activities, a science resource room, and multisensory teaching strategies. Staff development included balanced literacy and Capital City Writes.

Program Benchmarks and Benchmark Attainment Results

1. All students in grades 4 and 5 will gain one year's growth, on the basis of the Texas Learning Index, as measured by the TAAS Reading.

- Seventy-six percent of students in grades 4 and 5 gained at least one year's growth, on the basis of the TLI, as measure by the TAAS Reading. (This figure includes TLIs of Limited English Proficient students who were in the fourth grade during 1998-99.)

Instructional Program

During 1998-99, the Excel program at Casis continued to focus on balanced literacy. Leveled books were purchased for students in Kindergarten through first grade to start a literacy library and staff members received literacy training and made literacy site visits (see below). In addition, staff worked to align and coordinate the campus curriculum, both horizontally and vertically. Staff continued to focus on strategies to meet individual student needs. Listening skills were emphasized throughout the curriculum.

Staff Development

Staff members participated in training in balanced literacy and Capital City Writes. In addition, staff members visited other campuses to observe implementation of balanced literacy.

COOK ELEMENTARY

Total 1998-99 Excel budget: \$42,870 (\$32,388 were spent). Instructional program included a half-time library clerk, parent volunteer program, purchase of software and other materials. Staff development focused on literacy, early childhood, gifted/talented, and poverty.

Program Benchmarks and Benchmark Attainment

1. The passing rates of fourth and fifth grade students on TAAS Reading will increase at least 7 percentage points.

- The passing rate of fourth grade student on TAAS Reading increased 1 percentage point.
- The passing rate of fifth grade students on TAAS Reading decreased 8 percentage points.

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2. *The passing rate of students in grade 3 on TAAS Reading will be 80% or higher.*

- The passing rate of students in grade 3 on TAAS Reading remained 76%.

3. *The passing rate of students in grades 3 through 5 on TAAS Mathematics will increase by at least 7 percentage points.*

- The passing rate of students in grade 3 on TAAS mathematics decreased 1 percentage point; the passing rate of students in grade 4 increased 4 percentage points; the passing rate of students in grade 5 increased 4 percentage points.

4. *The passing rate of students in grade 4 on TAAS Writing will increase at least 7 percentage points.*

- The passing rate of students in grade 4 on TAAS Writing increased 18 percentage points.

Instructional Program

Cook Elementary's *Read Well and ExceL* initiative included the purchase and use of TAAS Reading, Writing, and Mathematics computer software for classroom tutorials. In addition, this year, funds were used to purchase teaching materials and supplies to support overall foundation skills and TAAS improvement.

A half-time library clerk was hired to manage the Book Buddies program, and to provide initial and ongoing training for students and staff. Parents volunteered to listen to and read with students for 20 minutes a session as part of the program. Both parents and teachers were trained to handle tutoring and clerical work for the program.

Staff Development

Staff development activities focused on a variety of topics including, writing, early childhood, balanced literacy, campus improvement plan, gifted/talented, "Expect Respect," and poverty. Staff members met to discuss the Campus Improvement Plan, Family Literacy Night programs, and schoolwide literacy programs, and for cross-team sharing. In addition, some staff members attended the "Para Los Niños Workshop, Schoolwide Enrichment Model training, Math Pentathlon Institute, National Math Conference, and the Individual Reading Assessment Conference.

CUNNINGHAM ELEMENTARY

Total 1998-97 ExceL budget: \$34,200 (\$24,551 were spent). Instructional program included a campus newspaper and an incentive program for behavioral and academic performance. Staff development included Investigations in Number, Data, and Space; Capital City Writes; curriculum alignment; and training in inclusion, PALM and Individual Reading Inventories.

Program Benchmarks and Benchmark Attainment Results

1. *Eighteen percent of students will gain hands-on experience in operating a retail business.*

- Twenty percent of students gained hands-on experience in operating a business by working in the Cobra Store

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2. *The yearly percentage point increase of students in grades three through five passing all sections of TAAS by student group will be: African American 16, Hispanic 12, White 7, Economically Disadvantaged 12, Male 8, Female, 9.*

- The percentage of African American students passing all sections of TAAS decreased 7 percentage points.
- The percentage of Hispanic students passing all sections of TAAS decreased 1 percentage point.
- The percentage of White students passing all sections of TAAS increased 2 percentage points.
- The percentage of Economically disadvantaged students passing all sections of TAAS decreased 6 percentage points.
- The percentage of male students passing all sections of TAAS increased 2 percentage points.
- The percentage of female students passing all sections of TAAS decreased 8 percentage points.

3. *One hundred percent of third through fifth grade regular-education students will demonstrate a minimum of one year's growth in reading and 80% will be reading on or above grade level, as assessed through Individual Reading Inventories.*

- According to the principal, ninety percent of all students demonstrated a minimum of one year's growth in reading; 75% of all students are reading on or above grade level; the average gain in reading was well over one year (scores include regular education students who received special education services).

Instructional Program

Cunningham's Excel program included two major components: Cobra News, a campus newspaper; and Cobra Cash, a behavior management system. In order to help students achieve a 90% pass rate on the TAAS, students in grades three through five who did not pass the TAAS were targeted and matched with students who performed well on the test. These students were chosen for the editing and publishing teams of the school newspaper and were made responsible for sections of the paper that required critical thinking, reading, and writing skills.

A graduate student from the University of Texas was hired part-time as the newspaper coordinator and worked closely with teachers to involve all students in the writing process. Students in grades pre-Kindergarten through fifth grade were expected to participate in creation, design, and publication, while the fourth and fifth grade classes focused on editing. The school-wide newspaper, which was published quarterly, integrated the real-world simulation of reading, writing, and mathematics. As a result of working on the paper, students increased their communication and technology skills.

The Cobra Cash reward system was available to students on a daily basis. Students earned Cobra Cash for acceptable behavior and study habits. Cobra Cash was spent at the General Store that was run by students who did not pass the TAAS. Students learned mathematics concepts, such as estimating and problem-solving, as they earned and spent money. Real-world experiences also were integrated as students learned to develop budgeting and

decision-making skills. Third through fifth grade students assisted early childhood through kindergarten students with their purchasing.

During 1998-99, an inclusion program was implemented. The program included classroom lab instruction and was specifically designed to assist special education students in making the transition to the regular classroom. Also this year, every student in grades 1 through 5 reviewed his or her portfolio and selected a piece to expand. Each student submitted an improved selection to his or her teacher. Special emphasis was placed on fifth grade students who scored a 0 or 1 on the writing section during fourth grade.

Students, teachers, and parents completed a survey regarding implementation of the Excel program. Overall, responses indicated that all are very supportive of the program. Some suggestions for change were made and are being taken under advisement and being evaluated as to their feasibility and impact upon student achievement.

Staff Development

Teachers engaged in staff development focusing on mathematics, reading, writing, and curriculum alignment. All Pre-Kindergarten through second grade teachers were fully trained in PALM. All third through fifth grade teachers were fully trained in Individual Reading Inventory assessment.

DAVIS ELEMENTARY

Total 1998-99 Excel budget: \$15,250 (\$12,988 were spent). Instructional program included a TAAS enrichment program, MARE curriculum, Mathematics Pentathlon, and peer tutoring. Staff development focused on a variety of topics including curriculum alignment; Capital City Writes; Math Pentathlon; MARE; Investigations in Number, Data, and Space; PALM; and others.

Program Benchmarks and Benchmark Attainment Results

1. There will be a 2-3 percentage point increase in the number of students passing all sections of TAAS.

- There was a 2 percentage point increase in the number of students passing all sections of TAAS.

2. There will be a 5-6 percentage point increase in the number of students mastering all objectives on the TAAS Reading.

- There was a 5 percentage point increase in the number of students mastering all objectives on the TAAS Reading.

3. There will be a 5-6 percentage point increase in the number of students mastering all objectives on the TAAS Mathematics.

- There was a 6 percentage point decrease in the number of students mastering all objectives on the TAAS Mathematics.

4. The percentage of parents who assist with Excel supported activities will increase 10% each year.

- According to the principal, there was a 10% increase in parent volunteerism/participation.

Instructional Program

Go Achieve the Extreme (GATE), the Excel program at Davis Elementary was created to ensure that all Davis students master the foundational skills essential for life-long learning and future success in speaking and listening, as well as crucial higher level skills such as problem-solving, creative thinking, and decision-making. The program focused on all student subgroups, with a special emphasis on Hispanic and Low-Income students.

A primary component of the GATE Program is high-quality instruction in reading and mathematics for low-performing students outside the regular classroom. GATE classes provide students the additional time needed to practice and internalize skills introduced by the classroom teacher. A part-time teaching assistant (GATE assistant) was hired to target third, fourth, and fifth grade students who achieved borderline scores on TAAS. The GATE assistant analyzed the TAAS results of these students to determine their areas of weakness. Then, the assistant worked with the students in small groups and kept portfolios on their progress. Specific portfolio entries varied by grade level, but may have included PALM and reading inventory data, TAAS interval testing information, writing samples, and authentic assessments from Mathematics Pentathlon. The GATE assistant position will be phased out by the end of the Excel grant.

Another essential component of GATE is the implementation of a variety of high-interest, motivational programs in reading, mathematics, and science. These programs are designed to provide hands-on, multi-sensory experiences that actively engage students in the learning process. Included are Accelerated Reader, Mathematics Pentathlon, Marine Activities Resource Education curriculum (MARE), Junior Great Books, Future Scientists and Engineers Club, and Celebrity Science Presenters. In addition, a school-wide problem-solving model has been implemented and writing experiences were emphasized across the curriculum, especially in mathematics and science.

As part of the MARE curriculum, each grade level was assigned one type of marine habitat, e.g., rocky seashores, sandy beaches, and open ocean. The school building was transformed into a giant marine habitat. The program provided a multi-disciplinary experience, which culminated in the spring with ocean week. During 1998-99, Excel funds supported the new MARE wet lab.

The GATE program incorporates the belief that a home-school-community partnership is an essential part of the learning process. Parents served as volunteer tutors at the Davis Tutoring Academy. A sign-in book was used to track the number of parent/community volunteers directly involved in GATE activities. During 1998-99, the supply budget for the Volunteer Tutoring Academy was increased.

The Young Consultant Peer Tutoring Academy was another aspect of GATE. Teacher-nominated fifth grade students provided 45 minutes of tutoring to targeted third grade students after school one day per week. Each third grade student received approximately 6 hours of assistance with basic mathematics and reading skills. The students also participated in shared reading activities and mathematics practice with high-interest instructional software in the mathematics computer lab.

Staff Development

Staff development included a day of curriculum alignment training for teachers of grades 1-5, Capital City Writes, and Math Pentathlon training for new teachers. Staff members also participated in MARE guided practice and curriculum development; and training in Investigations in Number, Data, and Space; PALM; Gifted/Talented; and Excursions Math; and book studies of *Classrooms That Work*, *Beyond Arithmetic*, and *Differentiating Instruction in the Regular Classroom*. In addition, Excel funds were used to purchase study materials and professional development resources for professional development.

DAWSON ELEMENTARY

Total 1998-99 Excel budget: \$21,190 (\$15,487 were spent). Instructional program included a school-wide literacy program and mathematics collaborative. Staff development included visiting other campuses and training in Investigations in Number, Data, and Space.

Program Benchmarks and Benchmark Attainment Results

1. *Passing rates of third, fourth, and fifth grade students will increase 7 percentage points on the TAAS Mathematics.*

- Passing rates of third grade students increased 13 percentage points on TAAS Mathematics; passing rates of fourth grade students decreased 9 percentage points; passing rates of fifth grade students increased 4 percentage points.

2. *Passing rates of third, fourth, and fifth grade students will increase 7 percentage points on the TAAS Reading.*

- Passing rates of third grade students remained the same on the TAAS Reading; passing rates of fourth grade students decreased 4 percentage points; passing rates of fifth grade students increased 4 percentage points.

3. *Students in the after-school tutoring program will have attendance rates of at least 80%.*

- All but 4 of the 40 participants met or exceeded this goal. Twelve students had perfect attendance or missed one session only.

Instructional Program

Corkie, a dolphin, is the mascot of Dawson Elementary. In addition, "Corkie" is an acronym for the campus vision: Community of Readers Kindling Interest in Education. During 1998-99, the major goal of this campus initiative was to involve students, parents, and community members in Corkie's Club, a school-wide literacy program that immersed children in literature in the classroom, around the campus, and at home.

Teachers at each grade level rotated sets of books so that there was always a lending library in each classroom and children had opportunities to read all the books in the collection. After selecting books, children read during school and at home and kept nightly reading records that were signed by their parents. Students received prizes on the basis of the number of pages or books they read. During 1998-99, \$3000 were spent to purchase new non-fiction library books in English and in Spanish.

The entire school participated in *Drop Everything and Read (DEAR)* immediately following lunch each day. In an effort to increase non-fiction reading across all grades, Scholastic News magazine (in English and Spanish) was purchased for fifth grade students.

Buddy pairings across grade levels provided individual attention for younger students and allowed older students to use their reading skills in teaching roles. In addition to reading for each other, these paired classes generated their own special activities for sharing what they read through plays, character costumes, puppet shows, recitations, murals, and retellings.

A school-wide family night entitled, "How to Help Your Child Achieve in School" was held in the fall. Families ate dinner and listened to a presentation of Dawson's academic achievements during the previous year. Families also attended mini-sessions on a variety of topics presented by staff at each grade level.

Mentors from Travis High School and St. Edwards University read books with Dawson students. The students and the mentors discussed the books they had read, and the students wrote reports about the books.

Teachers completed a year-end survey to evaluate the literacy program. Overall, teachers reported that an average of 40% of students reached their reading goals in the fall; 40% percent reached their goals in the spring. Thirty-three percent of Dawson students succeeded in reaching their end-of-the-year challenge and earned Super Reader T-shirts. Teachers also reported that non-fiction reading increased an average of 50% across all grade levels.

Also, the ExceL program at Dawson included an emphasis on mathematics achievement. All teachers, except those hired after August, were trained in Investigations in Number, Data, and Space, and the curriculum resource was implemented in all Kindergarten through fifth grade classrooms. During 1998-99, approximately \$2000 were spent to purchase mathematics books for the school library, and 10 new mathematics titles were added to the professional library. To involve families in mathematics instruction, at-home mathematics activities were provided throughout the year, and two school-wide Family Math Nights were held.

This year, Dawson began participation in an on-campus mathematics collaborative that included the University of Texas and the Travis High School vertical team. Initial training in instructional strategies was completed and equipment, such as overhead calculators, overhead projectors, and portable carts were purchased. In addition ExceL funds paid for Investigations in Number, Data, and Space materials and other classroom mathematics materials. Next year, classroom observations, portfolio studies, and collaborator feedback will take place.

Finally, during 1998-99, staff implemented an 24-week, after-school tutoring program for fourth and fifth grade students who needed academic support. Then, after reviewing student needs and campus resources, the program was expanded to include third grade students. Student incentives were provided for participation in the after-school program.

Staff Development

Staff development included Investigations in Number, Data, and Space for pre-Kindergarten and Special Education teachers. In addition, fifth grade teachers and the special education teacher reviewed, scheduled, and prepared Investigations in Number, Data, and Space materials. All teachers took one day for off-campus visitations to view language arts, mathematics instruction and/or instruction in their field. Visits occurred at recommended AISD campuses or campuses outside the district that had been recognized for their program development and achievement. The principal and helping teacher coordinated the visits, and teachers were encouraged to visit two campuses.

DOSS ELEMENTARY

Total 1998-99 Excel budget: \$10,100 (\$10,100 were spent). Instructional program included Mathematics Pentathlon and Investigations in Number, Data, and Space. Staff development focused on Investigations in Number, Data, and Space and technology.

Program Benchmarks and Benchmark Attainment Results

1. *Students in each grade will maintain the same pass rate on the TAAS Mathematics.*

- The third grade passing rate decreased 1 percentage point on the TAAS Mathematics; the fourth grade passing rate increased 4 percentage points; the fifth grade passing rate decreased 5 percentage points.

Instructional Program

During 1998-99, Mathematics Pentathlon activities continued in the classrooms and after school. The after-school Pentathlon program was successful; there were more Pentathlon winners than in the previous school year. The afternoon Pentathlon training/gaming program was sponsored by a fourth grade teacher and three Doss parents. There were enough students and sponsors to form two groups, one for upper grades and another for lower grades.

In addition, this year, Investigations in Number, Data, and Space was emphasized. Doss Elementary was selected to participate in the ACME Mathematics pilot project conducted by AISD. All classroom teachers, including special education teachers, received training in the curriculum resource. Teachers focused on integrating mathematics into other curricular areas and on practicing problem-solving skills through the use of mathematics software including spreadsheets and units of practice. Even kindergarten students learned to use spreadsheet programs to make graphs. Excel funds were used to help pay for Investigations in Number, Data, and Space materials.

Staff Development

All Kindergarten through fifth grade teachers, including special education staff, participated in training in Investigations in Number, Data, and Space. In addition, at the campus level, staff members from Doss continued with technology training through the future Kids program.

GALINDO ELEMENTARY

Total 1998-99 Excel budget: \$45,810 (\$21,193 were spent). Instructional program focused on literacy, mathematics, and community involvement. Staff development focused on Literacy Backbone, Mathematics Pentathlon, and technology.

Program Benchmarks and Benchmark Attainment Results

1. *At least 85% of third, fourth, and fifth grade students will pass TAAS Reading, Mathematics, and Writing.*

- Seventy-three percent of students passed the TAAS Reading; 70% passed TAAS Mathematics; 71% passed TAAS Writing.

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Instructional Program

During 1998-99, the Excel program, *Galindo Students Read*, focused on student proficiency in literacy and mathematics and on the school-community partnership. Activities included providing after-school enrichment, purchasing materials, and participating in staff development.

Implementation of Electronic Bookshelf continued in all grades. A library clerk was hired to manage the extensive circulation of books. Books for the Home Lending Library were ordered, and the library became fully functional during the fall of 1998. Excel funds were used to purchase additional literacy and mathematics materials.

Parents completed surveys regarding their satisfaction with the campus. Overall, 85% of parents expressed satisfaction with school communication, educational programs, and the overall direction of the school. In addition, applications for the Campus Advisory Committee increased from one, in 1997-98, to twenty-three.

Staff Development

Staff development included Literacy Backbone, Mathematics Pentathlon, and technology training. One-third of staff Galindo staff members participated in Literacy Backbone training. First through fifth grade staff members received training in Mathematics Pentathlon, and at least 90% of the staff successfully completed their district computer competencies by the end of the 1998-99 school year.

GOVALLE ELEMENTARY

Total 1998-99 Excel budget: \$41,740 (\$36,845 were spent). Instructional program included a Mathematics Focus program, family activities, and materials to support instruction. Staff development focused on balanced literacy; Investigations in Number, Data, and Space; classroom management; and school-wide discipline.

Program Benchmarks and Benchmark Attainment Results

1. *TAAS Mathematics scores of third through fifth grade students will increase seven percentage points.*

- TAAS Mathematics scores of third through fifth grade students increased 9 percentage points.

2. *TAAS Reading scores of third through fifth grade students will increase seven percentage points.*

- TAAS Reading scores of third through fifth grade students increased fourteen percentage points.

Instructional Program

The Mathematics Focus program continued for fourth and fifth grade students who did not pass TAAS Mathematics. Students rotated through five small groups that were led by certified teachers and emphasized TAAS objectives. Students participated in the program twice each week after school for one hour.

In an effort to increase parental participation in student mathematics efforts, a variety of events and workshops were held including Family Mathematics Carnival, Parent TAAS Night, and Family Reading Night. In addition, many morning, afternoon, and evening workshops on specific mathematics topics were held throughout the year. Educational gift incentives and refreshments were provided to increase parental attendance. All mathematics staff development opportunities were advertised and opened to parents.

Commercial student planners were purchased and distributed to parents of students in third through fifth grades to enable them to better follow special activities, needs, and homework assignments.

A variety of materials were purchased to support the program including the following: mathematics manipulatives, games, resource kits, professional books, mathematics videos, mathematics library books, and TAAS practice test materials. Newspapers and Weekly Readers were provided to students at all grade levels.

Staff Development

Staff members participated in training in balanced literacy; Investigations in Number, Data, and Space; classroom management; and school-wide discipline.

GRAHAM ELEMENTARY

Total 1998-99 Excel budget: \$26,130 (\$1,452 were spent). Instructional program included purchasing equipment and books. Staff development included training in literacy and mathematics instruction.

Program Benchmarks and Benchmark Attainment Results

1. *Eighty-seven percent of students will meet or exceed minimum expectations on TAAS.*

- Seventy-nine percent of students passed the TAAS Reading.
- Seventy-eight percent of students passed the TAAS Mathematics.
- Eighty-eight percent of students passed the TAAS Writing.

Instructional Program

This year, Excel funds were used to purchase books for a literacy library. In addition, a digital camera was purchased.

Staff Development

Staff development focused on literacy and mathematics. Staff participated in workshops in early literacy, Reading Recovery, and balanced literacy.

GULLETT ELEMENTARY

Total 1998-99 Excel budget: \$9,400 (\$7,109 were spent). Instructional program focused on Investigations in Number, Data, and Space; Reading Resource Room; and writing process. Staff development included Capital City Writes, and PALM scoring.

Program Benchmarks and Benchmark Attainment Results

1. *Ninety-seven percent of all students not in special education will perform at or above minimum expectations on the TAAS.*

- Ninety-seven percent of students not in special education performed at or above minimum expectations on the TAAS Reading.
- Ninety-seven percent of students not in special education performed at or above minimum expectations on the TAAS Mathematics.
- Ninety-four percent of students not in special education performed at or above minimum expectations on the TAAS Writing.

2. *The Texas Learning Index for all students not in special education on the TAAS will be above 85.*

- The Texas Learning Index for all students not in special education was above 85 for TAAS Reading and Mathematics (Reading=92.2, Mathematics=85.0).

Instructional Program

Investigations in Number, Data, and Space was implemented at all grade levels. By combining Excel funds and local campus funds, staff at Gullett were able to purchase supplies and materials necessary to implement the curriculum resource throughout the school, providing students with a continuous and integrated mathematics curriculum. Problem-solving was emphasized throughout the curriculum.

In addition, the writing process was implemented at all grade levels. Writing processes were practiced on a daily basis in all classrooms, and teachers received training in writing instruction (see below). A Reading Resource Room was created and included over 100 titles, which were purchased and leveled by teachers. Computer software was purchased to support technology initiatives.

Staff Development

Staff development activities included Capital City Writes, textbook leveling, PALM scoring, workshops related to the CIP, team planning and alignment, and conferences with special education and regular education teachers.

HARRIS ELEMENTARY

Total 1998-99 Excel budget: \$58,510 (\$36,833 were spent). Instructional program included extended-day TAAS enrichment, and school-wide literacy and mathematics programs. Staff development included Investigations in Number, Data, and Space; Literacy Backbone; peer coaching; and Mortensen/Montessori Math.

Program Benchmarks and Benchmark Attainment Results

1. *TAAS scores will increase 10 percentage points across all grades on all TAAS.*
 - TAAS scores did not increase 10 percentage points for any grade on any section of TAAS.
2. *Students in prekindergarten through second grade will demonstrate mastery of skills on the PALM student profiles.*
 - According to the principal, students demonstrated mastery of at least 90% of the skills on the PALM student profiles, as documented in each student's cumulative folder.

3. *Students in grades three through five will pass the Mathematics and Reading sections of the released TAAS.*

- At least 50% of students passed the Reading and Mathematics sections of the released TAAS.

4. *All staff new to Harris will receive staff development and clinical supervision in mathematics and literacy instruction.*

- One-hundred percent of new Harris teachers received mathematics and literacy training provided on campus.

Instructional Program

During 1998-99, the Excel program at Harris focused on literacy and mathematics. Staff implemented a school-wide literacy curriculum on the basis of best practices content and pedagogy. The program included a home literacy component, an in-school tutorial program, Accelerated Reader software and reading materials, and a literacy center that emphasized Reading Recovery. Staff participated in literacy-related staff development (see below), clinical supervision was provided to every classroom, and teachers meet twice monthly with the Literacy Cadre chairperson. Students completed Reading TAAS practice tests, and teachers administered informal reading inventories in the fall and spring.

Staff implemented a school-wide mathematics curriculum on the basis of best practices content and pedagogy. Teachers participated in mathematics-related staff development (see below), and clinical supervision of implementation of Investigations in Number, Data, and Space and related pedagogy was provided in every classroom. Teachers met twice monthly with the curriculum/assessment specialist. Staff continued to focus on restructuring the mathematics program. Students in grades three through five who were considered "bubble kids" (i.e., very close to being able to pass TAAS) received extended-day instruction from staff members. All students completed TAAS Mathematics practice tests, and staff used the results to pinpoint areas of growth for each student. Teachers at all grade levels received Investigations in Number, Data, and Space; Montessori; and Mortensen mathematics materials. Additional Excel funds were used for technology-related purchases.

Staff Development

This year, staff development at Harris focused on mathematics and literacy and included Investigations in Number, Data, and Space; Literacy Backbone; literacy and mathematics peer coaching; and Mortensen/Montessori Math.

HART ELEMENTARY

Total 1998-99 Excel budget \$27,725 (\$28,189 were spent). Instructional program focused on balanced literacy, interdisciplinary themes, and technology. Staff development included MARE and Applying Technology to Restructuring and Learning.

Program Benchmarks and Benchmark Attainment Results

1. *Eighty percent of students in grades 3-5 will pass the TAAS Reading and Writing.*

- Eighty percent of third grade students passed the TAAS Reading; 86% of fourth grade students passed; 90% of fifth grade students passed.
 - Eighty-seven percent of fourth grade students passed the TAAS Writing.
2. *Eighty percent of students will meet the objectives of the Hart Technology Scope and Sequence.*
- According to the principal, "(This) additional access to technology has made it possible for most of the students to acquire the skills detailed in our scope and sequence. Teachers used observation, examples of students work, and check lists to determine whether or not students were reaching this goal."

Instructional Program

The 1998-99 school year was the first year for Hart Elementary. During this year, Excel funds supported a balanced literacy initiative by providing materials to create a literacy-rich environment. Funds from the Excel grant were used to purchase early-literacy materials for the primary grades and classroom sets of novels for the upper grades. In addition, the grant provided funding for other instructional supplies such as books, kits, materials for school-wide interdisciplinary thematic studies, and instructional software to support literacy objectives. Staff used the following tools to assess student progress: TAAS, PALM, running records, Individual Reading Inventories, anecdotal data, observations, and check-lists. In addition, the Hart technology specialist developed computer applications to analyze results from TAAS practice tests, which were used for diagnostic interpretation of individual students' item by item responses. Hart pre-Kindergarten and Kindergarten teachers participated in the district's Literacy 2000 training and shared information and strategies with teachers from other grade levels.

Curricula for the four nine-week periods were developed around school-wide interdisciplinary themes: Community, Oceans, Exploration, and Traditions. Through curriculum mapping, both by vertical teams and by individual teachers, thematic studies were aligned with AISD Curriculum Frameworks. Funds from the Excel grant supported a staff workshop at the University of Texas Marine Science Institute (UTMSI) in Port Aransas, during which teachers collected a variety of plant and animal specimens. Teachers returned with the specimens and incorporated them into their classroom instruction. Grant funds also helped provide materials and software for each of these thematic studies.

Excel funds were used to purchase a file server and software to facilitate maintenance of the whole-school network, serve networked versions of software, manage security software for each workstation, and serve as an Intranet Web Server. Databases running on this server, such as a student information database and a sign-up schedule for the computer lab, can be accessed from any computer in the building. Also, grant funds were used to purchase software, paper, laser cartridges, ink jet cartridges, floppy disks and ZIP disks. One hundred percent of staff passed the district's technology competencies this year.

Staff Development

Excel staff development included a trip to the University of Texas Marine Science Institute in Port Aransas, where staff learned about interdisciplinary thematic studies

incorporating science, literacy, and geography. In addition, Hart was one of six schools selected to participate in Applying Technology to Restructuring and Learning, an initiative funded through the U.S. Department of Education and implemented by the Technology Assistance Program at the Southwest Educational Development Laboratory. The purpose of this initiative is to provide educators with replicable models of constructivist learning environments supported by technology. Staff at Hart received six full days of staff development during the 1998-99 school year, which were year supported by online and on-site assistance. Staff will receive another six days of staff development during the 1999-2000 school year. Finally, grant funds provided software and training materials for staff technology training.

HIGHLAND PARK ELEMENTARY

Total 1998-99 ExceL budget \$10,400 (\$7,538 were spent). Instructional program focused on Units of Practice for technology. Staff development included 4MAT, learning styles, and technology training.

Program Benchmarks and Benchmark Attainment Results

1. *Students in third through fifth grades will maintain TAAS Mathematics pass rates of 90% or above.*

- Students in third grade achieved a TAAS Mathematics pass rate of 94%.
- Students in fourth grade achieved a TAAS Mathematics pass rate of 95%.
- Students in fifth grade achieved a TAAS Mathematics pass rate of 98%.

Instructional Program

This year at Highland Park, staff integrated technology into all content areas, with a focus on science and social studies. Staff members completed extensive training in the 4MAT lesson design model and developed individual and grade level Units of Practice (UOP) for technology. The staff members shared the UOPs with teachers at each grade level and presented them at follow-up staff development sessions. Each teacher was observed implementing a 4MAT unit as part of the district's Professional Development System for Teacher Appraisal. In addition, each grade level presented one of their 4MAT lesson plans at faculty meeting during the spring semester.

Staff Development

Staff development included training such as 4MAT, Multiple Intelligences, and Gifted/Talented. In addition, staff participated in a variety of technology training including Integrate 3.0, ClarisWorks 5.0, HyperStudio, Internet and World-Wide Web, and integration of technology into the curriculum.

HILL ELEMENTARY

Total 1998-99 ExceL budget: \$11,250 (\$4,628 were spent). Instructional program included a learning lab, portfolio assessment, and parent volunteers. Staff development included cooperative learning, modifying for language-different students, and other topics.

Program Benchmarks and Benchmark Attainment Results

1. *TLI scores will increase or be maintained.*

- TLI scores increased for every grade level on every section of TAAS.
2. *The percentage of students mastering all objectives on TAAS will increase.*
- The percentage of students mastering all objectives on TAAS increased for every grade level on every section of TAAS.

Instructional Program

The ExceL program at Hill for 1998-99 continued to target students with learning differences. Learning lab assistance was provided for LEP, at-risk, special education, and Gifted/Talented students. Some teachers sent small groups of students to the lab, and some students came to the lab on an as-needed basis. A full-time staff member was responsible for the lab, which contained a variety of equipment and materials including manipulatives and listening centers. Teachers used various teaching methods in the lab, for example, teachers worked with small groups to pre-teach difficult upcoming concepts. Goals for the lab include making it a venue for a full continuum of service and housing a certified Gifted and Talented specialist. Cluster services for Gifted and Talented learners were created in first through fifth grade classrooms to provide opportunities for students to collaborate with their intellectual peers on a weekly basis.

A cadre of parents trained in conferencing skills assisted students in classrooms. The cadre provided at least two parent volunteers per grade level. These parents were involved in holding conferences with students regarding their written compositions, and the selection and self-assessment of items for inclusion in their portfolios. In addition, at least one parent mentor per classroom assisted in writing and portfolio conferences. Parents implemented book clubs and volunteered in kindergarten and first grade classrooms for center activities. Parents also led afterschool mathematics enrichment.

Teachers assessed students' abilities to address real-life challenges and situations through portfolios. Students were trained by teachers to develop and view the portfolios as reflections of the processes, progress, and benchmarks that they had individually selected, as well as class and grade-level benchmarks. Each student produced a HyperStudio piece by the time they reached fifth grade.

Staff Development

Staff development focused on the following topics: cooperative learning; modifying for language-different students; designing and implementing in-class modifications for at-risk and special education students; and alternative and expanded assessment including rubrics, portfolios and scoring guides.

HOUSTON ELEMENTARY

Total 1998-99 ExceL budget: \$33,180 (\$29,763 were spent). Instructional program included parent workshops, parent resource room, parent training specialist, and instructional facilitator. Staff development included Capital City Writes, balanced literacy, science, and bilingual education.

Program Benchmarks and Benchmark Attainment Results

1. *Eighty-five percent of students will pass the Mathematics and Reading sections of TAAS.*

- Sixty-two percent of students passed the TAAS Mathematics.
- Seventy percent of students passed the TAAS Reading.

2. *Fifty percent of parents will attend a parent workshop or check out materials from the parent lending library.*

- Fifty percent of parents utilized some aspect of the parent resource program. Parents reported that the services provided by the program were important and should be continued.

Instructional Program

The *Parent Resource Program*, the Excel program at Houston Elementary, gave parents opportunities to develop their skills to help their students with reading and mathematics at home. The Parent Resource Program was managed by the parent training specialist, who was a staff member at Houston before the program began. The parent training specialist conducted weekly workshops with parents.

The Parent Resource Room/Lending Library was stocked with materials and supplies that allowed parents to make instructional materials. Commercial instructional materials and books also were made available for parent check out. A computer and software, including word-processing software, basic office software, and storybook maker, were purchased for the room to help parents develop language and technology skills. A sign-in sheet was placed in the room to track usage.

Workshops were held on a weekly basis to teach parents how to work with their children. Parents of students who failed TAAS especially were encouraged to participate. Workshop topics included the following: Helping Your Child Read, Family Mathematics Series, Computer Literacy, and KLRU Family Reading Workshops. Parents who attended the workshops had opportunities to check out materials for use at home. The parent workshops were very popular with parents, so much so that workshops had to be held in the school cafeteria in order to accommodate all of the participants. Parents from other campuses expressed interest in attending as well. In addition to the support groups and workshops offered by the parent training specialist, Houston Elementary partnered with the Even Start program to offer General Equivalency Development (GED) and English as a Second Language (ESL) classes to the parents.

All staff members were trained in best practice strategies for mathematics and language arts, and they received support from a fellow staff member who became an instructional facilitator. Specifically, the facilitator supported staff in implementing Investigations, in Number, Data, and Space; Capital City Writes; Full Option Science System; and PALM. In doing so, the facilitator built staff capacity. The facilitator will return to the classroom at the end of the grant.

Staff Development

Teachers received training, on the basis of individual needs, in the core areas of language arts and science. Training included Capital City Writes, balanced literacy, Full Option Science System/Science and Technology for Children/Great Explorations in Math and Science, and/or English as a Second Language/Bilingual Education.

JORDAN ELEMENTARY

Total 1998-99 ExceL budget: \$40,460 (\$37,176 were spent). Instructional program included a curriculum/technology specialist, parent education programs, and KAMICO. Staff development included team building, balanced literacy, and conflict resolution.

Program Benchmarks and Benchmark Attainment Results

1. *The percentage of students passing the TAAS Reading will increase 7 percentage points.*
 - The percentage of students passing the TAAS Reading decreased 1 percentage point.
2. *The percentage of students passing the TAAS Mathematics will increase by 7 percentage points.*
 - The percentage of students passing the TAAS Mathematics decreased 1 percentage point.
3. *There will be a 20% increase in parent attendance at workshops, conferences, coffee chats, and other school-related activities.*
 - Parent attendance increased 25%, from 60 to 75.
4. *There will be a 25% increase in the number of parent and community volunteers.*
 - Parent and community volunteers increased by 50%, from an average of 20 to an average of 30.
5. *The number of parents participating in training classes will increase 20%.*
 - The number of parents participating in classes decreased by 60% due to lack of participation in the Community Education Program.
6. *The number of parents participating in educational activities designed to support their children's curriculum objectives will increase by 30%.*
 - The number of parents participating in educational activities increased 50%, from 250 to 375.

Instructional Program

Staff continued implementation of early intervention strategies for students who scored below the median on campus, district, and state assessments. The strategies included tutorials, extended-day classes, summer school, computer-assisted programs, and cooperative learning. A school-wide behavior modification/uniform discipline code was also implemented. Staff created incentive programs to recognize student achievement that was tracked using classroom progress charts.

A curriculum/technology specialist continued to build greater capacity for the staff in the area of curriculum through a variety of activities including, but not limited to, coordinating school-wide curriculum projects, and providing training for parents and staff.

A community education program was established on the basis of input from parents. Staff developed parent education programs and support groups to address student needs and worked to improve communication with parents about their children's progress and school district policies, programs, and procedures. Staff developed programs to help working parents interact with schools during the work day. Parents participated with their children in setting school and program benchmarks and in making plans for their attainment. Parents and community members received English as a Second Language (ESL) training. Staff supported

parents in their roles as decision-makers, advisors, and advocates. Parent volunteers encouraged all parents to work at school or to attend and support events and meetings.

Parents completed surveys regarding their needs, and most parents responded that they wanted to know how to help their children complete homework. As a result, parent involvement activities focused on training parents to work with their children. Staff conducted all parent classes in English and Spanish.

Students completed KAMICO assessments every nine weeks to develop their test-taking endurance. Teachers learned to read KAMICO results and to use the results to develop instructional programs. Staff implemented skills-based instruction (i.e., when students mastered one concept, they moved on to the next concept).

Staff Development

Professional staff participated in a variety of staff development including team building, and training in brain-based learning research, balanced literacy, writing instruction, and conflict resolution. In addition, in November, some staff members attended the Math Extravaganza.

JOSLIN ELEMENTARY

Total 1998-99 Excel budget: \$15,275 (\$14,653 were spent). Instructional program included an afterschool enrichment program and Family Math Night. Staff development included balanced literacy training.

Program Benchmarks and Benchmark Attainment Results

1. *Seventy-five percent of the targeted, at-risk third grade students will pass both the Reading and Math sections of the TAAS.*

- Fifty-six percent of targeted at-risk third grade students passed both the Reading and Math section of the TAAS.

2. *Seventy percent of the parents of targeted at-risk student will attend parent-teacher conferences.*

- Eighty-five percent of parents attended parent-teacher conferences.

Instructional Program

During 1998-99, the after-school enrichment program at Joslin continued to enhance mathematics and reading skills of students deemed at-risk academically. The program was held in the school library and cafeteria during the first and second semesters. Enrichment sessions were broken into highly focused instruction modules lasting approximately twelve minutes, with a minute transition in between the modules. Modules included tutoring, story time, teacher-directed learning, and games in reading and mathematics. At the end of the day, five minutes were used to reward students, to summarize what had been learned, and to clean up. Students were evaluated after each session. Staff administered TAAS release tests to assess mathematics progress. Individual reading inventories from classroom teachers were used to evaluate progress in reading. Bus transportation and snacks were provided. Students entered and left the program on the basis of their academic needs, as assessed by their teachers.

Staff conducted Family Math Night to provide parents with opportunities to create instructional games and hands-on support materials. Parents learned to use the games and materials at home with their children.

Staff Development

Staff members participated in balanced literacy training.

KIKER ELEMENTARY

Total 1998-99 Excel budget \$19,300 (\$5,394 were spent). Instructional program included an integrated curriculum that emphasized mathematics, science, and critical thinking; extended-day activities; and parent involvement. Staff development topics included discipline, language arts, authentic assessment, technology, mathematics, and science.

Program Benchmarks and Benchmark Attainment Results

1. *One hundred percent of all third, fourth and fifth grade students will pass the TAAS Mathematics.*

- Ninety-four percent of third grade students passed the Mathematics TAAS.
- Ninety-seven percent of fourth grade students passed the Mathematics TAAS.
- Ninety-seven percent of fifth grade students passed the Mathematics TAAS.

2. *One hundred percent of Hispanic students will pass the TAAS Mathematics.*

- Eighty-six percent of Hispanic students passed the Mathematics TAAS.

3. *Increase parent involvement to 100%.*

- Ninety-nine percent of parents participated in student-led, three-way conferences. Parent education sessions were well attended, according to the principal. More than 200 parents, grandparents, and community members volunteered at Kiker this year.

4. *Increase student achievement on integrated, performance-based assessment in all student subgroups for Kindergarten through fifth grade students.*

- This is an on-going goal. During 1998-99, every student had a portfolio.

Instructional Program

Excel with Explorations, the Excel program at Kiker Elementary, included an integrated curriculum that emphasized mathematics, science, critical thinking, and parent involvement.

To increase student achievement, staff implemented an active and integrated curriculum that used mathematics and science resources as a springboard to incorporate all content areas. Staff implemented Investigations in Number, Data, and Space and Explorations curriculum resources in all grades, and Excel funds purchased manipulatives and other materials for these programs. The Explorations curriculum resource included carefully selected units from Full Option Science System (FOSS), Great Explorations in Math and Science (GEMS), Science and Technology for Children (STC), and Activities for Integrating Math and Science (AIMS). Staff established a science lab and increased the use of science manipulatives that were related to the mathematics curriculum.

Students and teachers worked throughout the year to select student work for inclusion in individual student portfolios. Faculty members participated in training in the design of

performance tasks and the creation of expanded assessments of tasks and products. Teachers developed analytic scales, checklists, and rubrics to assist students, parents, and staff in accurate evaluation of student work and progress. During 1999-2000, Staff will continue to hone and revise the assessments to establish the reliability and validity of the assessments.

Ninety-nine percent of parents of students in all grades participated in spring and fall student-parent-teacher conferences. During the fall conferences, students, parents, and teachers collaborated in setting goals for students. Achievement of goals was assessed through student portfolios. During the spring conferences, students used their portfolios to lead a discussion of their success during the year at meeting their goals.

Kiker staff, in conjunction with the PTA, held parent education sessions. The sessions were led by experts from the community and focused on teaching parents strategies for dealing with difficult issues, such as attention deficit/hyperactivity disorder, change and transitions, and bullying and sexual harassment. The school also offered follow-up information and referrals for parents needing further support throughout the school year.

Parents volunteered for classroom instruction, including tutoring, computer instruction and support, and classroom resources. Regularly scheduled volunteers assisted with preparing instructional materials, duplicating information, and increasing circulation of library materials. Kiker staff held a luncheon for parent, grandparent, and community volunteers.

Staff Development

Staff development included campus-wide and classroom discipline and setting belief and goal statements. Staff members participated in training in hands-on learning in language arts, authentic assessment, and integration of technology into the curriculum and instruction. In addition, some staff members participated in training in mathematics (Investigations in Number, Data, and Space) and science. Interdisciplinary instruction was incorporated into all training. Finally, Kiker implemented its own version of the district's "Share the Excitement" conference.

KOCUREK ELEMENTARY

Total 1998-99 Excel budget: \$41,425 (\$36,204 were spent). Instructional program included afterschool TAAS tutorials, peer tutoring, and a micro-society. Staff development focused on literacy training.

Program Benchmarks and Benchmark Attainment Results

1. *The pass rate of students on the TAAS Mathematics will increase 5-7 percentage points.*
 - The pass rate of students on the TAAS Mathematics increased 5 percentage points.
2. *The pass rate of students on the TAAS Reading will increase 5-7 percentage points.*
 - The pass rate of students on the TAAS Reading decreased 2 percentage points.
3. *The average TLI will increase by 4%.*
 - The average TLI remained increased 1 point (from 80 to 81) for the Mathematics and remained the same for the Reading TAAS (84).

Instructional Program

During the 1998-99 school year, all Kocurek students participated in reading and writing activities that reflected a balanced literacy program. Materials were purchased through Excel.

funds, and the literacy library was organized. Students had access to instructionally appropriate reading material in their classroom libraries, and examples of student writing were displayed throughout the school. Teachers used balanced literacy teaching methods that were aligned with the AISD Curriculum Frameworks for language arts.

Staff continued to provide TAAS tutorials for students who needed additional assistance. The tutorials focused on appropriate objectives, as identified by student at-risk plans. Excel funds provided teacher stipends for after-school tutoring.

Teacher-selected third through fifth grade students continued to tutor prekindergarten through second grade students using a tutoring curriculum and timeline that was developed by Kocurek teachers on the basis of the TEKS and the TAAS. Buddy tutoring occurred twice a week in 20-30 minute sessions during the second and third nine weeks of school.

The Kocurek micro-society, which included a postal system, school garden, and newspaper, continued to provide students with real-life experiences to increase their problem-solving skills. New additions to the micro-society during 1998-99 included a bank system using Koala cash as a school-wide reward system; fifth grade court/city government system including a safety patrol, judges, and attorneys; a thrift store; and Market Days. The Kocurek Chronicle, the school newspaper included a publishing company, which gave students opportunities to write and illustrate publications. Students planned, researched, wrote, and then published their works with the help of student editors, book binders, illustrators, etc. With the postal system, students designed and produced stamps for sale, and mail was delivered. Staff encouraged students to write to a variety of individuals as they learned and refined their writing skills. In the gardens and greenhouse, students grew flowers, herbs, and vegetables and then sold their produce. The students determined the direction of the business on the basis of research and marketing principles. They selected the produce to be grown and allocated the garden plots to the various grade levels.

Staff Development

All staff members participated in balanced literacy training that included 7-10 one-hour presentations after school with classroom visitation follow-up as needed. Some staff members participated in additional literacy training through the Professional Development Academy and other sources.

LANGFORD ELEMENTARY

Total 1998-99 Excel budget: \$41,630 (\$27,626 were spent). Instructional program included a curriculum specialist and curriculum evening events. Staff development focused on literacy.

Program Benchmarks and Benchmark Attainment Results

1. *The passing rate of students on all TAAS will increase 10-14 percentage points between 1997 and 1999.*
 - The passing rate of third grade students on all TAAS decreased 11 percentage points.
 - The passing rate of fourth grade students on all TAAS increased 9 percentage points.
 - The passing rate of fifth grade students on all TAAS increased 4 percentage points.
2. *All students will be reading on grade level by the end of the third grade.*
 - Fifty-nine percent of third grade students passed the TAAS Reading.

- According to the principal, on the basis of teacher assessments of students' reading levels at two time points during the school year, students made substantial gains in reading levels.
3. *Two curriculum seminars for each of the core curriculum areas will be held in the evenings for parents (one each semester).*
- Four curriculum evening events were held during the school year.
4. *At least 50% of parents from each grade level will attend the curriculum seminars.*
- No quantitative data were provided for this goal. However, according to the principal, curriculum seminars were well attended earlier in the year, but attendance declined for the last two seminars. Informal dialogue with parents indicated that too many evening events were planned.

Instructional Program

Excel funds provided .75 of the salary for a curriculum specialist whose work focused on reading improvement. Other activities included four curriculum evening events, which were held in October, February, March, and April, and covered mathematics, science, social studies, and language arts, respectively. In addition, each classroom teacher formally assessed student reading achievement at least two times during the school year. Every classroom teacher and several classified personnel tutored students who did not pass the Reading and Mathematics TAAS practice tests. According to the principal, students and teachers were very excited about reading, instruction was focused on reading achievement for all students, and lessons were planned on the basis of assessment information.

Staff Development

Most staff development days and faculty meetings were devoted to literacy. Topics included Running Records, Making Words, District Initiatives in Math, Blocks of Reading, Reflections about Literacy and the Four, Blocks of Reading, Using Technology to Improve Literacy, District Initiatives in Language Arts and Assessment Strategies. Ten teachers attended Capital City Writes during the summer of 1998. Staff members who worked at the four curriculum seminars and/or who attended literacy training during summer 1999 were paid stipends through Excel funds.

LEE ELEMENTARY

Total 1998-99 Excel budget: \$8,600 (\$1,657 were spent). The Excel program focused on staff development. Staff development included training in the following: 4MAT, TAAS, and mathematics strategies, Gifted/Talented, technology, and Project Read.

Program Benchmarks and Benchmark Attainment Results

1. *TAAS passing rates at every grade level will be maintained and or raised.*
 - The third grade passing rate decreased 2 percentage points on the TAAS Reading; the third grade passing rate was maintained on the TAAS Mathematics.
 - The fourth grade passing rate increased 2 percentage points on the TAAS Reading; the fourth grade passing rate increased 1 percentage point on the TAAS

Mathematics; the fourth grade passing rate increased 2 percentage points on the TAAS Writing.

- The fifth grade passing rate decreased 5 percentage points on the TAAS Reading; the fifth grade passing rate decreased 4 percentage points on the TAAS.

Instructional Program

Professional development was the focus of the Excel program at Lee Elementary in 1997-98. (See Staff Development below.)

Staff Development

All teachers participated in 4MAT training, a Gifted & Talented update, training in TAAS and mathematics strategies, and continued technology training that was geared toward passing the AISD competencies. In addition, teachers not yet trained participated in Project Read training.

LINDER ELEMENTARY

Total 1998-99 Excel budget: \$47,140 (\$40,222 were spent). Instructional program included the Early Literacy Inservice Course (ELIC) and Frameworks, Project Read/Language Circle, the Computer Curriculum Corporation (CCC), development of student computer competencies, writing workshops, and PALM. Staff development included language acquisition, curriculum alignment, and a ropes course team-building activity.

Program Benchmarks and Benchmarks Attainment Results

1. *By the end of three years, the percentage passing TAAS Reading, Mathematics, and Writing will increase 15 percentage points at each grade level.*
 - Between 1996 and 1999, third grade TAAS Reading scores increased 19 percentage points; TAAS Mathematics scores increased 10 percentage points.
 - Fourth grade TAAS Reading scores increased 7 percentage points; TAAS Mathematics scores decreased 12 percentage points; TAAS Writing scores decreased 22 percentage points.
 - Fifth grade TAAS Reading scores increased 6 percentage points; TAAS Mathematics scores increased 7 percentage points.

Instructional Program

To address the need to improve early literacy, staff at Linder Elementary continued implementation of Early Literacy Inservice Course (ELIC) and Frameworks strategies and Project Read. Staff worked together to integrate reading, mathematics, and the Computer Curriculum Corporation (CCC).

Teachers continued to implement strategies they had learned last year in ELIC and Frameworks. First through third grade staff implemented Project READ. The Excel grant provided funds for classroom literacy materials.

Staff continued implementation of the vertically- and horizontally-aligned curriculum, and used rubrics and appropriate assessment tools with theme units. Student profiles incorporating students' progress across the elementary grade levels were developed and analyzed.

Staff continued to use the Computer Curriculum Corporation (CCC) software programs and management system. Prekindergarten and kindergarten students visited the computer lab. Staff introduced keyboarding skills to third graders and explored the internet with fourth and fifth graders. Accelerated Reader, Heartbeeps, and other software that complimented the selected curricula were used.

The Campus Technology Leadership Team (CTLT) developed student computer competencies for all grade levels and began development of units of practice. The CTLT assessed and recommended software and surveyed staff regarding computer competencies and their integration of technology into instruction. Classrooms received additional computers.

Third through fifth grade students attended writing workshops. Teachers developed annual writing plans and conducted several school-wide writing activities. Teachers used holistic scoring to assess students' writing. "We Deliver," a school-wide writing program, continued.

Teachers used the Primary Assessment of Language Arts and Mathematics (PALM) to assess students and develop annual plans. Teachers compiled assessment data at the end of the school year and received color-coded PALM profiles, in English and Spanish, and other resources to promote use of the authentic assessment.

Teachers measured reading progress consistently throughout the school year, and incorporated higher-level thinking strategies into classroom instruction. Teachers developed annual plans for language arts. ExceL funds paid for additional English and Spanish readers, for kindergarten and first grade, and for classroom library books. Reading books were found in the adoption program, and teachers assessed them for reading level. A staff member was hired to implement a long-term literacy staff development program designed on the basis of "Classrooms that Work." The program included classroom follow-up and cross-grade level planning.

Staff Development

In the interest of teachers' time, staff development at Linder occurred mostly at the beginning and the end of the school year. Staff development included training in the following topics: Extensive Focus on Second Language Acquisition, continued curriculum alignment and unit development, and reading, mathematics, and science instruction. In addition, staff members participated in a ropes course team-building activity.

MAPLEWOOD ELEMENTARY

Total 1998-99 ExceL budget: \$18,840 (\$19,056 were spent). Instructional program included family nights, three-way conferences, student portfolios, Accelerated Reader, Mathematics Pentathlon, and behavior management. Staff development included training in balanced literacy, mathematics, and technology.

Program Benchmarks and Benchmark Attainment Results

1. *Passing rates for all sections of TAAS will be at least 90%.*
 - Ninety-four percent of students passed the TAAS Reading.
 - Eighty-seven percent of students passed the TAAS Mathematics.
 - Eighty-six percent of students passed the TAAS Writing.

2. All teachers will be trained to use multi-media with their students.

- According to the principal, this goal should be met by next year.

Instructional Program

During 1998-99, Maplewood students continued to participate in Mathematics Pentathlon. Three practice games were held before each tournament. Kindergarten and first grade students participated in the National Mathematics Pentathlon tournament. Fourth and fifth grade students participated in multi-school cultural mathematics experiences.

At Family Literacy/Outing Nights, parents learned techniques to use with their children at home. The activities emphasized parents and children working together for a literate community and worked toward building self-esteem. Parents and students shared books with others through reading dramatization. They dressed as storybook characters and made their own books.

Parents, teachers, and students participated in three-way conferences. Parents and students completed questionnaires regarding the students and discussed their answers with each other and the teachers.

When each student entered Maplewood, they purchased a portfolio to use during their educational career there. Teachers assisted students in selecting their most prized work for inclusion in the portfolio. Students, parents, and teachers used the portfolios during three-way conferences to discuss student growth, assess student strengths and weaknesses, and set benchmarks for future educational plans.

Students in third through sixth grades read award-winning literature as part of the Accelerated Reader program. Students completed tests of their knowledge of the literature and received rewards on the basis of the number of books that they read.

Students in kindergarten learned to picture-read. Funds were used to publish an "Emerging Literacy" brochure guide that teachers sent home each month. This guide suggested a story of the week to read to children with questions and follow-up activities. Students and parents checked out child-operated tape recorders overnight to record stories at home. Parents recorded the names of stories read to students, and teachers kept records of the stories. Students received positive reinforcement for reading stories.

Staff implemented the Increase the Peace model of behavior management, which focuses on expectations and encourages people to work in teams and to keep their composure. Staff conducted Peace Fest each month for individual classrooms and for the whole school.

Staff Development

Professional staff members attended balanced literacy training on and off campus, as needed. In addition, staff members were trained to use multi-media in the classroom. All teachers attended six days of in-house mathematics training.

MATHEWS ELEMENTARY

Total 1998-99 Excel budget: \$22,310 (\$19,969 were spent). Instructional program included a leveled-reader library, a half-time literacy specialist, and a half-day teacher trained in Reading Recovery. Staff development included a variety of literacy-related activities, such as training sessions, workshops, conferences, and site visits.

Program Benchmarks and Benchmark Attainment Results

1. Passing rates on the TAAS Reading and Mathematics will increase 15 to 21 percentage points between 1996 and 1999.

- Passing rates on the TAAS Reading increased 7 percentage points.
- Passing rates on the TAAS Mathematics increased 10 percentage points.

Instructional Program

This year, staff at Mathews finished developing a leveled-reader library. A half-time literacy specialist served kindergarten through fourth grade students in the library. In addition, the position of a half-time special education teacher was extended to full-time, and the teacher received extensive training in using Reading Recovery strategies with economically disadvantaged students who needed extra help.

Staff Development

Professional staff members participated in a variety of staff development activities including, but not limited to, the following: Capital City Writes, a Guided Reading and Literacy Circles workshop, balanced literacy training for trainers, a balanced literacy course at Southwest Texas University, and site visits to effective classrooms. In addition, some staff members attended an individual reading assessments conference, a running records workshop, and a developmental reading assessments workshop.

MENCHACA ELEMENTARY

Total 1998-99 ExceL budget: \$17,400 (\$13,723 were spent). Instructional program included family and University Interscholastic League mathematics activities, Mathematics Pentathlon, and new reading materials. Staff development included teacher-selected workshops and curriculum alignment.

Program Benchmarks and Benchmark Attainment Results

1. Eighty-five percent of students in grades 3-5 will master all objectives on the TAAS Mathematics.

- Fifty-four percent of third grade students mastered all objectives on the TAAS Mathematics.
- Fifty-seven percent of fourth grade students mastered all objectives on the TAAS Mathematics.
- Thirty-eight percent of fifth grade students mastered all objectives on the TAAS Mathematics.

2. By the end of 1998-99, revisions will be made to the curriculum alignment document, as necessary.

- This benchmark was met. Each grade level submitted revisions by the end of March, 1999.

3. By the end of 1998-99, at least two enrichment programs will be implemented.

- This benchmark was met. Students in grades Kindergarten through 5 participated in after-school Math Pentathlon activities throughout the year. Students in grades 4 and 5 participated in after-school UIL Number Sense activities throughout the year.

4. *By the end of 1998-99, students exiting second grade will be reading on grade level.*

- Results from the PALM assessment indicated that all students not identified with a special need, e.g., special education, met or surpassed reading recovery level 20 at the end of second grade.

Instructional Program

Campus administrators continued implementing regular walk-throughs and completing checklists to evaluate each teacher during mathematics instruction. The checklist focused on observed successful strategies, manipulative use, and mathematics journal use.

Teachers shared PALM and/or demand assessment results and mathematics portfolios with parents during parent conferences and on other occasions, as needed. Campus administrators developed a conference feedback form that included an evaluation of the mathematics portfolio discussion. Parents evaluated the conferences using the forms. In addition, the assistant principal prepared monthly mathematics newsletters to provide information and strategies for parents to use at home with their children.

The counselor provided a list of students who failed the most recent TAAS Mathematics. Teachers and campus administrators developed Students Service Plans for each of these students. Teachers reviewed the plans with parents during fall and spring conferences and on other occasions, as needed. The fall and spring conference evaluation form included a section for feedback on the service plan discussion.

Primary and intermediate Family Mathematics Nights were conducted again during 1998-99. These sessions allowed parents and children to work together on manipulative activities, practicing the necessary skills/concepts frequently missed by Menchaca students on the Mathematics TAAS. Evaluation forms on the Family Mathematics Night were completed for documentation and planning purposes.

Staff members revised the curriculum alignment document, as needed. Each grade level submitted revisions by the end of March, 1999.

The Assistant Principal organized school-wide participation in Mathematics Pentathlon activities and University Interscholastic League (UIL) mathematics activities. Mathematics Pentathlon was offered in two sessions throughout the year to interested Kindergarten through fifth grade students. Teachers were paid stipends to facilitate these after-school sessions. Students in grades 4-5 participated in after-school UIL Number Sense activities throughout the year.

Finally, Open Court and Read Naturally materials were purchased to decrease the number of children reading below grade level.

Staff Development

Staff members selected mathematics, literacy, and technology-integration workshops to meet their individual professional development needs. Administrators approved the selections via a staff development log. All workshops were completed during the summer of 1998 to

prepare for ExceL and other activities during the 1998-99 school year. In addition, all teachers attended curriculum alignment training.

METZ ELEMENTARY

Total 1998-99 ExceL budget: \$39,720 (\$21,230 were spent). Instructional program included school-wide assessment, literacy groups, a master teacher, home literacy activities, Accelerated Reader software, and a mathematics consultant. Staff development topics included multi-age instruction, balanced literacy, literacy assessment, mathematics problem-solving, and cooperative learning.

Program Benchmarks and Benchmark Attainment Results

1. *TAAS Reading scores will increase 10 percentage points.*
 - TAAS Reading scores increased 6 percentage points.
2. *TAAS Mathematics scores will increase 10 percentage points.*
 - TAAS Mathematics scores decreased 7 percentage points.
3. *Provide training to all staff on effective assessment strategies.*
 - Staff members were trained to administer the Developmental Reading Assessment and running records.
4. *Implement pre- and post- school-wide assessment to measure student growth.*
 - TAAS release tests were administered in November and March; School-wide writing prompts were administered in September, February, and May.

Instructional Program

Literacy for All, the ExceL program at Metz, was designed to supplement currently existing reading programs by targeting students in grades two through four who scored below grade level in language arts. Staff members developed school-wide and class profile sheets to identify students who needed support. Students were placed into literacy groups of five students or less with other students at similar reading levels.

The literacy groups focused on motivating students to read through creative Reading Recovery strategies, such as cross-checking, self-monitoring, choral groups, re-reading, and orchestrating meaning. Additionally, interest in verbal language fluency was sparked through active student participation in dramatics readers' theater activities and group projects. Participants also attended after-school and inter-session courses, which included dramatic productions aimed at increasing verbal language skills.

The ExceL grant provided funding for three-quarters of a master teacher, who provided training, consultation, and demonstration lessons for teachers. The training was done in small group on the basis of teachers' needs, and follow-up consultation and demonstration lessons were carried out with individual teachers. Also, the master teacher worked with a few targeted children who presented special challenges in reading.

Teachers kept running records on students' reading progress. A home reading program was implemented in which students kept a log of books read at home over the school year. Books in English and Spanish were made available for students to check out. Early readers were purchased, and teachers used the readers as models for students to use in writing their own books. The Accelerated Reader program supplemented regular classroom instruction. Students

read books and took computerized tests. Students had to score at least 70% on the test in order to receive credit for the book.

Finally, a mathematics consultant continued to meet with teachers regarding student achievement on TAAS.

Staff Development

Staff development activities included training in multi-age instruction, balanced literacy, mathematics problem-solving, and cooperative learning. Staff members were trained to administer the Developmental Reading Assessment and running records, and materials were purchased. Two teachers attended Capital City Writes. Next year, staff members will learn to administer the new Spanish Developmental Reading Assessment.

MILLS ELEMENTARY

Total 1998-99 Excel budget: \$13,600 (\$12,528 were spent). Instructional program included after-school TAAS tutorials, the Read Naturally program, a literacy book room, and a science resource room. Staff development topics included technology, guided reading, and Mathematics Pentathlon. Staff members participated in two book studies.

Program Benchmarks and Benchmark Attainment Results

1. *Mills will be rated Exemplary for the 1998-99 school year.*
 - Mills was rated Exemplary for the 1998-99 school year.
2. *All students will read at or above grade level.*
 - Of the 60 third through fifth grade students who participated in Read Naturally, 44 passed the Reading TAAS; 6 were exempted. On the basis of Individualized Reading Inventories, the 45 first and second grade students who participated in Read Naturally advanced between 2 and 8 Reading Recovery levels, with an average gain of 4 levels. A majority of students who participated in Read Naturally, advanced at least 2 Read Naturally levels.

Instructional Program

This year was the first year for Mills Elementary. During 1998-99, second grade teachers administered diagnostic tests resulting in the identification of 22 second grade students who were at-risk of failing TAAS during their third grade year. Third grade teachers analyzed individual student TAAS data and identified 27 third graders who needed remediation; fourth and fifth grade teachers identified 34 fourth and fifth graders. After-school tutorials, held from January through April for students in grades 2-5 deemed "at-risk" of not passing TAAS, focused on mastery of TAAS objectives. Fourth and fifth grade teachers analyzed TAAS data to identify school/grade level trends and particular objectives reflecting a low percentage of students mastery and provided all teachers with the results of analyses, including review strategies for addressing objectives needing attention. The strategies were discussed at grade level team meetings and incorporated by teachers into regular classroom instruction.

Staff members implemented the Read Naturally Program as a supplement at every grade level. Reading levels 1.0 to 7.0 and 16 new tape recorders were purchased. A parent volunteer coordinated and scheduled individual student sessions. Parent volunteers attended two training

sessions, and teachers attended an orientation. Teachers documented student progress in individual student folders as well as through Individualized Reading Inventories.

A literacy book room was established with a wide variety of leveled reading materials and other resources for all teachers to use. A team of six teachers, with representation at each grade level, was established. The team visited the literacy book room at Dawson Elementary. Staff identified the centrally-located, audio-visual room adjacent to the main library as the new literacy book room. A system for organizing, sharing, and maintaining the book room inventory was established, and two staff members were identified to manage the room. A wish list of materials and sources was created on the basis of "Language Arts and Literacy Support," the AISD document that identifies recommended materials and sources. The Wright group provided a display of literacy materials for teachers. An informal survey and documentation of usage revealed that teachers were enthusiastic about the new guided reading materials and used them on a regular basis. Teachers strongly recommended expanding the book room.

Needed supplies were identified and purchased. A team of teachers, representative of all grade levels, was formed to oversee the project. Teachers at each grade level reviewed the science curriculum resources to identify needed supplies. The team reviewed the grade level lists to eliminate duplicate items and submitted an itemized list for purchase. All materials and supplies were ordered by the office manager and received.

Science Resource Kits were developed and used to implement the AISD Science curriculum at all grade levels. Staff members developed a system for checking out resource kits and materials. Parent and staff volunteers organized the kits and finalized check-out procedures. All staff members were notified about inventory and checkout procedures. A survey of teachers in the spring revealed a need to make the kits more user-friendly, with whole-class sets of materials for science activities. Grade-level teams were assigned to upgrade the kits during 1999-2000.

Staff Development

Teachers' professional development goals were established during PDSTA goal-setting conferences, and each teacher completed the Domain II Goal Sheet. All Mills teachers achieved "proficient" or "distinguished" status on PDSTA goal completion.

Staff members on every grade level/vertical team had opportunities to share professional development information during weekly team meetings. Throughout the year, professional development agenda items were included at faculty meetings, including guided reading, workshop and conference report, and book studies. Through e-mail and during team meetings, teachers shared staff development information with colleagues with similar staff development goals. Teachers worked toward their goals in pairs and groups, especially in the area of technology competencies. Some teachers presented workshops in their areas of expertise, including technology, guided reading, and Math Pentathlon. A professional development notebook was developed and made available to all staff members as a source of instructional applications.

Staff members participated in book studies of *Teaching with the Brain in Mind*, by Eric Jensen, and *Awakening Genius*, by Thomas Armstrong. Three teachers attended the "Fountas

and Pinnel Guided Reading conference" in San Antonio, and upon their return, shared information with the Mills faculty.

NORMAN ELEMENTARY

Total 1998-99 Excel budget: \$31,460 (\$30,223) were spent. Instructional program included a full-time parent training specialist, GED and ESL classes for parents, and parent workshops. Staff development included Capital City Writes, "Working with Children of Poverty", Estrellitas, Technology Competencies, and more.

Program Benchmarks and Benchmark Attainment Results

1. TAAS scores will increase in all accountability areas.

- TAAS scores increased in the following accountability areas:
 - All, African American, and Economically Disadvantaged students on the TAAS Mathematics;
 - All and African American students on the TAAS Reading;
 - All, African American, Hispanic, and Economically Disadvantaged students on the TAAS Writing.

2. By the end of the 1998-99 school year, parent enrollment in Austin community college sponsored GED and "English as a Second Language: will increase an additional 5% from the 1997-98 school year.

- The GED/ESL enrollment exceeded projections by 10%, according to the principal. This increase prompted Austin Community College to provide second ESL/GED instructors.

Instructional Program

A full-time parent-training specialist coordinated parent workshops and General Education Development (GED) and English as a Second Language (ESL) classes. The parent training specialist surveyed parents regarding their ideas for future workshops. On the basis of the parental surveys, the parent-training specialist designed workshops to involve parents in the planning, implementation, and facilitation of training.

The parent training specialist developed parent reading/mathematics classes that were offered on Saturdays and included an ESL component, one-on-one tutoring in reading and mathematics, and outreach trips throughout Austin. Some of the parents conducted training sessions. Austin Community College provided tutors, GED materials, and career counseling. Children also participated in some of these activities.

Students continued to use technology to create compositions, spreadsheets, graphs, and projects for class reports. ESL software provided low English-proficient students with opportunities to master language skills at their own pace. Staff assessed participants' technology proficiency throughout the program, on the basis of benchmarks developed last year. The lab specialist charted student progress and reported accomplishments to parents.

Staff Development

Some staff members attended Capital City Writes, Working with Children of Poverty, Estrellitas, Mapping Subject Units, and Beyond Phonics to Inclusion. In addition, staff

development focused on technology competencies, TAAS writing and scoring, special education modifications, and TEKS.

OAK HILL ELEMENTARY

Total 1997-98 Excel budget: \$15,700 (\$10,374 were spent). Instructional program focused on extended-day tutoring, family mathematics nights, and conflict resolution. Staff development included Common Bonds and training in technology, guided reading, and grade level unit planning.

Program Benchmarks and Benchmark Attainment Results

1. *TAAS Mathematics and Reading pass rates of third through fifth grade students will increase five to seven percentage points.*
 - TAAS Mathematics passing rates remained the same for fourth and fifth grade students, but decreased for third grade students.
 - TAAS Reading passing rates remained the same for third, fourth, and fifth grade students.
2. *Bus and classroom referrals to the office will be reduced by 10%.*
 - According to the principal, there was an 8% reduction in classroom referrals to the office and a 5% reduction in office referrals for bus referrals.

Instructional Program

Extended-day tutoring was implemented with the help of teachers, volunteers, and parents. Teachers identified students to participate in the program through TAAS scores, reading inventories, and PALM results. Teachers used the Learning Lab for extended-day teaching after school, and volunteers used the Learning Lab for tutoring during the day. The Lab was equipped for a variety of learning styles. Tutoring for third through fifth graders focused on literacy skills and problem solving, while tutoring for second graders focused on literacy skills. Because Oak Hill is not a neighborhood school, parents provided transportation for extended-day tutoring. Staff emphasized parental involvement in the program. Parents borrowed materials from the Learning Lab, and a staff member kept the materials organized.

Staff members conducted separate mathematics nights for each grade level. Teachers, parents, and students attended. Each family received a packet of games designed to increase problem-solving skills. Parents and children took the packets home at the end of the evening.

School staff received training in conflict resolution. Then, they provided training to all students. Parents also received training in applying five simple strategies to resolve conflict. Referrals to the office were reduced during 1998-99, and administrators and staff attribute this to the continuation of student use of conflict resolution skills. Peer Mediation will begin during 1999-2000.

In order to help new students become familiar with the rules and ways of Oak Hill Elementary, staff initiated the Buddy Program. This program paired new students with students who were familiar with the campus. In addition, communication was increased with parents of new students to assure a smooth transition from their previous campuses.

Staff Development

Staff members participated in Common Bonds training. Other training topics included technology; guided reading; and grade level unit writing, planning, research, and reflection. Also, staff members selected additional professional training that was directly related to the CIP.

OAK SPRINGS ELEMENTARY

Total 1998-99 Excel budget: \$28,490 (\$25,850 were spent). Instructional program included Saturday School, and Mathematics Pentathlon. Staff development included training in the following: school-wide discipline, Gifted/Talented awareness, TAAS/TLI Analyses, Common Bonds, and Joshua Horton mathematics.

Program Benchmarks and Benchmark Attainment Results

1. *Passing rates will increase at least 5 percentage points on TAAS Reading and Mathematics.*
 - Passing rates increased 4 percentage points on the TAAS Reading.
 - Passing rates increased 7 percentage points on the TAAS Mathematics.
2. *A minimum of 75% of students in grades three through five and their parents will attend Saturday TAAS classes at least six times per year.*
 - Forty-four students (approximately 15%) were enrolled in Saturday School. On average, eight parents attended each training session (attendance ranged from 5 to 13).

Instructional Program

Oak Springs' 1998-99 Saturday School Program began January 30, 1999 and continued through May 15, 1999. The goal of the program was to encourage and enlighten students, and to increase student achievement in reading and mathematics. One Saturday and six early evening sessions were held for parents and students. The following topics were covered at the sessions: Rearing Children in our Community, Coping with Temper Tantrums, and TAAS Preparation. The last session included An Appreciation of Drama and an awards ceremony. Parents completed a Saturday School Survey. Overall, according to the principal, parents enjoyed having Saturday School and would like additional training on the following topics: Respect for Parents, Educating Your Child at Home, and Methods of Discipline. On the survey, one parent reported that Saturday School helped keep students focused on learning.

The Oak Springs Elementary Mathematics Pentathlon program continued to provide second and third grade students with extra educational support in the area of mathematics. Students participated in an after-school enrichment program and met twice a week with teachers to learn and master the five games. All second and third grade Mathematics Pentathlon students in the after-school program participated in an exchange with Maplewood Elementary. The two schools met to practice the games, as well as to make new friendships. Students were chosen to participate in the Austin Mathematics Pentathlon Tournament.

Staff Development

All staff members participated in training in school-wide discipline, Gifted/Talented awareness, TAAS/TLI Analyses, Common Bonds, and a Joshua Horton mathematics workshop.

ODOM ELEMENTARY

Total 1998-99 Excel budget: \$42,710 (\$41,568 were spent). Instructional program focused on after-school tutorials and technology. Staff development topics included use of instructional technology, designing thematic curriculum, and designing assessment/rubrics.

Program Benchmarks and Benchmark Attainment Results

1. *At least 80% of students will pass the TAAS Reading and Mathematics.*
 - On the basis of all students tested, including special education students, seventy-six percent of students passed the TAAS Reading.
 - Seventy-four percent of students passed the TAAS Mathematics.
2. *Ninety-five percent of students and staff will use instructional technology effectively.*
 - According to the principal, technology use has increased. One hundred percent of teachers have passed their competencies in computer operating systems, word processing, and graphics. There are now four computers in each classroom.
3. *Ninety-five percent of parents and staff will demonstrate positive support and/or involvement in Odom's computer literacy training.*
 - According to the principal, parent and student use of computers continues to increase. Teacher, student, and parent support for the program continues in the 90% range.
4. *Students will be taught reading, writing, mathematics, and computer literacy based on site-developed rubrics aligned with TAAS specifications.*
 - Rubrics have been developed for authentic assessment, with two rubrics for summative projects at each grade level. Administrators and staff will continue to complete surveys and document the rubric development in addition to TAAS scores.

Instructional Program

Read, Research, and Problem-solve for Success, the Excel program at Odom Elementary, continued to include intensive after-school tutorials held on Mondays and Wednesdays for at-risk third through fifth grade students who needed additional support in reading, writing, and mathematics. The tutorials focused on TAAS-related skills, and an additional emphasis was placed on special education students and assessment.

Odom staff implemented the technology plan they had developed for prekindergarten through fifth grade students. The plan focused on a variety of competencies such as keyboarding skills, word processing, and internet usage. In addition, the plan included use of software for the following purposes: to promote early literacy, for TAAS preparation in mathematics, to provide students with additional reference materials and internet resources, and to allow students to produce multi-media projects and classroom presentations. Teachers had access to a library of printed and electronic tests.

The campus computer teaching assistant held weekly training sessions with parents and teachers. The assistant also coordinated the activities in the two computer labs that contain Apple and IBM computers and maintained the computers so that the school did not require outside support.

Staff Development

All staff participated in training in use of instructional technology, designing thematic curriculum, and designing assessment/rubrics. As a result, grade level work plans and thematic units with rubrics were created for every grade level.

ORTEGA ELEMENTARY

Total 1998-99 Excel budget: \$20,500 (\$3,083 were spent). Instructional program included funding a part-time HOST teacher and brain-based teaching strategies. Staff development topics included balanced literacy, and writing instruction.

Program Benchmarks and Benchmark Attainment Results

1. *The TAAS Reading passing rate of third through sixth graders will increase to 90%.*
 - The TAAS Reading passing rate of third through sixth graders was 79%.

Instructional Program

Excel funds were used to hire a part-time HOST teacher, who served pre-kindergarten and kindergarten students. Teachers implemented brain-based teaching strategies, on the basis of *Making Connections*, to support the academic achievement of all students.

Staff Development

All Ortega faculty participated in 36 hours of professional development in balanced literacy that included the following topics: balanced literacy overview, reading aloud, shared reading, guided reading, independent reading, and word work. Third through sixth grade teachers participated in a TAAS Writing workshop.

PALM ELEMENTARY

Total 1998-99 Excel budget: \$38,860 (\$34,867 were spent). Instructional program focused on reading styles, a curriculum specialist, and parental involvement. Staff development focused on reading styles and curriculum alignment.

Program Benchmarks and Benchmark Attainment Results

1. *Eighty percent of students in grades three through five will pass the TAAS Reading.*
 - Sixty percent of students in grades three through five passed the TAAS Reading.
2. *All parents will participate in the reading styles initiative in some capacity.*
 - Parents participated in a variety of organizations and activities related to the initiative including the following: PTA meetings, Campus Advisory Committee, school-wide Fiesta, and Read-In.

Program Benchmarks and Benchmark Attainment Results

The Excel program at Palm continued to focus on reading styles. Teachers administered reading style inventories (RSIs) to students. Data from the inventories were analyzed and interpreted using computers purchased with Excel funds, and results were printed and mailed to parents. Teachers adapted their classroom environments to address students' needs, as indicated by the data, and implemented strategies they learned in reading styles training sessions, such as evaluating and recording basal stories, ordering and recording literature, designing centers, and

adapting basal readers and other reading materials to fit different reading styles. In addition, teachers developed a literature bank of games and recordings, used cooperative learning techniques, and incorporated reading program strategies into different subject areas such as social studies, science, language arts, and mathematics.

Excel funds were used to hire a curriculum specialist. The specialist systematically reviewed all TAAS data to determine areas of student weakness. The findings of the specialist were used to inform instruction. TAAS practice tests were administered throughout the year, and the results were monitored carefully and instruction was adapted accordingly.

A parent representative conducted meetings to inform parents about reading styles and to provide suggestions for involvement at home and at school. The parent representative provided on-going training opportunities to help the parents work with their children at home. Individual conferences were scheduled between teachers, parents, and students on a regular basis to discuss student progress and parent concerns. Parents were invited to visit the classrooms and were offered opportunities for involvement. Parents received detailed profiles of TAAS results with Parent TAAS Reports. The report provided step-by-step instructions for parents to help their children at home and ideas for activities to address their children's needs.

Staff Development

Staff members participated in staff development that focused on reading styles including two half-days on classroom set-up and one day on centers and content integration. In addition, the curriculum specialist led a monthly cadre meeting on curriculum alignment. Finally, staff development funds were used to purchase supplies for making reading styles materials.

PATTON ELEMENTARY

Total 1998-99 Excel budget: \$19,550 (\$15,231 were spent). Instructional program included daily reading, including sustained silent reading; reading software; reading incentives; developmentally appropriate reading materials; mathematics journals; and Mathematics Pentathlon. Staff development focused on whole-school study groups and performance-based assessment.

Program Benchmarks and Benchmark Attainment Results

1. *By the end of the 1999-2000 school year, 90% of third, fourth, and fifth grade students will master all objectives on TAAS Reading, Mathematics, and Writing.*
 - In 1999, 78% of third grade students mastered all objectives on TAAS Reading; 78% of fourth grade students mastered all objectives; 65% of fifth grade students mastered all objectives.
 - In 1999, 54% of third grade students mastered all objectives on TAAS Mathematics; 64% of fourth grade students mastered all objectives; 66% of fifth grade students mastered all objectives.
 - In 1999, 69% of fourth grade students mastered all objectives on TAAS Writing.
2. *Ninety percent of students will score above the 50th percentile on the fall Iowa Tests of Basic Skills (ITBS); no student will perform in the bottom quartile of the fall ITBS in third and fifth grades.*

- Seventy percent of students scored above the 50th percentile on the ITBS Reading; 76% scored above the 50th percentile on the ITBS Language; 77% scored above the 50th percentile on the ITBS Mathematics.
- Ten percent of students performed in the bottom quartile of the ITBS Reading; 11% of student performed in the bottom quartile of the ITBS Language; 9% of students performed in the lower quartile of the ITBS Mathematics.

Instructional Program

The Patton Excel project, *Reading...Do It!* continued with an additional emphasis on extended-day opportunities for students and use of curriculum-integration planning and performance-based assessment techniques.

Students read developmentally appropriate books and completed tests on networked computers located in the library, classroom, and computer lab. The students immediately received their test results, which included information on student performance relative to classmates and to students in other classes.

Each day, the principal, faculty, staff, and students participated in a minimum of 15 minutes of sustained, silent reading. Teachers, students, the librarian, and volunteer guest readers read to students in the classrooms and library. Staff formed reading groups with mixed-grade-level and ability students using the established buddy system. When the younger/beginning readers became successful, they received a celebration and certificate. Later, they progressed to the advanced reading level, marking another milestone. Teachers displayed weekly classroom performance totals on the Map To Fame, which became a major center of attention for all students at the school.

Everyone participated in reading daily for 30 minutes. Reading participation included listening to someone read, shared reading, and independent reading. Students were motivated to improve their reading proficiency through access to a variety of books at appropriate reading levels. Teacher facilitation, immediate feedback, and multiple reading strategies encouraged students to read longer, harder books. Classroom, library, and at-home collections of reading materials were expanded.

Students continued to keep mathematics journals. Some students also participated in Mathematics Pentathlon games.

Staff Development

Staff participated in whole-school study groups led by the principal and a team of teachers. In addition, staff members participated staff development related to performance-based assessment.

PEASE ELEMENTARY

Total 1998-99 Excel budget: \$16,600 (\$14,097 were spent). Instructional program included balanced literacy instruction, parent training, and assessment of learning styles. Staff development included training in Investigations in Number, Data, and Space; Connected Mathematics; Capital City Writes; PALM; Integrated Thematics Instruction; and Gifted/Talented instruction.

Program Benchmarks and Benchmark Attainment Results

1. *Passing rates will increase 7 percentage points on the TAAS Mathematics.*
 - Passing rates increased 7 percentage points on the TAAS Mathematics.
2. *Parent training will be provided for parents desiring to work as tutors next year.*
 - Teachers trained parents to tutor students.

Instructional Program

Pease Elementary's Excel project, *Literacy for All*, included a variety of activities in the areas of reading, writing, and mathematics. Teachers conducted two and one-half hour language arts blocks, including a balanced reading program in every class at every grade level. Staff purchased literature to supplement basal readers. Students logged their reading and writing for the year and participated in campus and district-wide Young Author's Conferences. "Peace" was the name of the Pease writing initiative.

Teachers taught ninety-minute mathematics blocks, and staff purchased Investigations in Number, Data, and Space manipulatives. The Area III mathematics specialist observed, coached, monitored, and assessed instruction. In addition, the specialist provided campus professional development and parent training sessions.

Parents and adopters served as resources to the integrated thematic units taught. Teachers devised a method for regularly communicating with parents about the mathematics and language arts curricula and instruction.

Flexible grouping was provided for each student, including large, small, heterogeneous, and homogeneous groupings. Teachers assessed students' learning styles and addressed them in each unit of study. Instruction included assessment on an on-going basis. Teachers conducted pre-, mid-, and post-assessments in each unit. Teachers provided students with differentiated curricula upon demonstrated mastery of the core curricula. Vertical and horizontal teams met regularly to align the curriculum. The Campus Advisory Committee monitored the level of implementation of Excel each nine weeks.

Staff Development

Some staff members attended training in Investigations in Number, Data, and Space and Connected Mathematics. In addition, some teachers participated in Capital City Writes, PALM training, Integrated Thematics Instruction, Gifted/Talented training, and Early Childhood and Reading Summits.

PECAN SPRINGS ELEMENTARY

Total 1998-99 Excel budget: \$37,570 (\$16,990 were spent). Instructional program included a mathematics lab, student store, performance incentives, and parental involvement. Staff development included Investigations in Number, Data, and Space; Gifted/Talented; and Cooperative Learning/Inclusion.

Program Benchmarks and Benchmark Attainment Results

1. *The percentage of students passing TAAS Mathematics will increase to 80%.*
 - The percentage of students passing TAAS Mathematics increased to 47%.

2. *Parent and community involvement will increase from 30% to 45%, as measured by participation in the Math Lab, school store, and Family Math Night.*

- Forty-nine parents and students attended Family math Night. However, attendance was low at the Math and Literacy Night in the spring. The school store was supervised by a parent.

3. *By the year 2000, all students required to take TAAS Reading will pass.*

- In 1999, 51% of students required to take TAAS reading passed.

Instructional Program

Pecan Springs Elementary School continued the ExceL program, *Mathematicians Attaining Their Highest*, and added a focus on language arts. Students wrote in their journals and participated in literacy groups and clubs. In the spring, a Literacy Night was held in conjunction with Math Night.

The mathematics lab continued to be a collaborative learning environment for students, parents, and community members. Parents volunteered to work in the mathematics lab, and students attended the lab once each week. The lab was open each month before PTA meetings for visitation and for lending of materials, which allowed parents and community members to support students' progress. In addition, parents were invited to check out materials from the lab during school days.

The school store continued to provide students with opportunities to purchase basic school supplies and incentives, such as pencils and rulers. Students in third through fifth grades managed the store on a rotating basis and gained experience working with money, the principle of supply and demand, percentages, fractions, and more. A parent volunteer supervised students in the school store.

Students took field trips to Pecan Springs community businesses, and staff created school-wide contests in which third through fifth graders were able to practice mathematics concepts, such as estimation and problem-solving, in cooperative and competitive ways. Winning classes and individual students received incentives. Kindergarten through fifth grade students kept journals of mathematics vocabulary, concept development, review, research, and discovery learning. Third through fifth grade students received DynaMath periodicals to reinforce mathematics skills/concepts.

Investigations in Number, Data, and Space was implemented in grades one through five. Manipulatives were purchased for grades one through four, and all staff utilized Investigations in Number, Data, and Space in conjunction with mathematics textbooks.

Staff held Family Math Night twice during the school year. Teachers presented grade-level activities for student and parent participation. Childcare was provided for two- through four-year-olds, and light refreshments were served. Staff shared tips for parental involvement at home and discussed TAAS test examples.

Staff Development

Staff members attended training in Gifted/Talented; Investigations in Number, Data, and Space; and cooperative learning/inclusion.

PILLOW ELEMENTARY

Total 1998-99 ExceL budget: \$27,420 (\$21,818 were spent). Instructional program focused on early literacy and included an after-school mathematics lab. Staff development included Capital City Writes; book studies on literacy learning; and training in early literacy, technology, and PALM.

Program Benchmarks and Benchmark Attainment Results

1. *By the end of the 1998-99 school year, 80% of all students will pass TAAS Mathematics.*
 - Eighty-three percent of students passed TAAS Mathematics.
2. *By the end of the 1998-99 school year, 80% of all students will pass TAAS Reading.*
 - Eighty-five percent of students passed TAAS Reading.

Instructional Program

During 1998-99, the focus of the ExceL program at Pillow shifted from problem-solving to early literacy to meet the district and campus goal of all third grade students reading on grade level. Staff established a literacy library that housed leveled books. Teachers assessed students for appropriate level of reading instruction. Over 80% of staff participated in early literacy training and implemented running records and formal assessments with a more comprehensive understanding of guided and shared reading. Each vertical team participated in planning days to address aligned instruction in literacy. According to the principal, teachers reported that most students in kindergarten through second grade showed substantial growth in reading recovery levels.

In addition, the program continued to include an after school math lab. Students who failed to pass TAAS Mathematics last year or who were identified as being in danger of not passing in 1998-99 attended the lab. An extra-duty substitute teacher was hired to conduct small group tutoring two days each week. The teacher began lab sessions with problem-solving warm-up exercises. Then, students participated in interactive, hands-on activities. Snacks were served. Additional mathematics lab time was provided for students for one hour per week during the regular school day. Parent permission was required for student participation, and parents provided transportation after the mathematics lab.

Staff Development

Staff participated in Capital City Writes; book studies on literacy learning; and training in early literacy, technology, and PALM.

PLEASANT HILL ELEMENTARY

Total 1998-99 ExceL budget: \$21,700 (\$12,892 were spent). Instructional program included a school-wide social skills program and curriculum alignment in all content areas. Staff development whole-faculty book studies, Capital City Writes, and annual conferences.

Program Benchmarks and Benchmark Attainment Results

1. *Ninety-five percent of all students in all student groups will pass all sections of TAAS.*
 - Sixty-four percent of all students passed all sections of TAAS.
 - Fifty-two percent of African American students passed all sections of TAAS.

- Sixty percent of Hispanic students passed all sections of TAAS.
- Seventy-seven percent of White students passed all sections of TAAS.
- Sixty-one percent of Economically Disadvantaged students passed all sections of TAAS.

Instructional Program

During 1998-99, the Excel program at Pleasant Hill Elementary included a school-wide social skills program and curriculum alignment in all content areas. Excel funds were used to hire a consultant for the school-wide social skills program and substitute teachers for teachers working on curriculum alignment. In addition, Excel funds were used to support the school publishing center, the Campus Young Author's Conference, Reading is Fundamental, family literacy meetings, and mathematics tutorials. Literature sets and benchmark books were purchased.

Staff Development

Because Pleasant Valley is an ACME pilot school, a great deal of staff development was already scheduled for 1998-99. As a result, the principal decided to use some of the Excel staff development funds for the instructional program and some for additional staff development. Excel staff development funds were used to send some faculty members to the annual conferences of the American Educational Research Association and the Association of Supervisors of Curriculum Development, and to the Bilingual Conference. In addition, some staff attended Capital City Writes. All faculty members participated in book study groups.

REILLY ELEMENTARY

Total 1998-99 Excel budget: \$15,000 (\$7,848 were spent). Instructional program included Investigations in Number, Data, and Space; PALM; and technology. Staff development focused on Investigations in Number, Data, and Space; English as a Second Language; PALM; and technology.

Program Benchmarks and Benchmark Attainment Results

1. *By the year 2000, 90% of students in grades 3-5 will pass the TAAS Mathematics.*
 - Seventy-nine percent of students in grades 3-5 passed the TAAS Mathematics.
2. *By the year 2000, the achievement gap between LEP students and non-LEP students will be less than 3% on all TAAS.*
 - Thirty-three percent of LEP students passed all TAAS.
 - Seventy-eight percent of non-LEP students passed all TAAS.

Instructional Program

Investigations in Number, Data, and Space was implemented in all grades. Teachers assessed achievement of students in pre-kindergarten through second grades using PALM. Staff members continued to work with parents on an individual basis.

Each classroom had between one and four computers. Technology was used to supplement and enhance the mathematics and other curricula.

Staff Development

Staff development included training in Investigations in Number, Data, and Space; English as a Second Language; PALM; and technology.

RIDGETOP ELEMENTARY

Total 1998-99 ExceL budget: \$9,510 (\$6,038 were spent). The instructional program focused on mathematics and literacy achievement. Staff development topics included Accelerated Reader, TAAS, curriculum alignment, mathematics instruction, and early childhood.

Program Benchmarks and Benchmark Attainment Results

1. Passing rates on TAAS Reading, Mathematics, and Writing will increase at least 5 percentage points.

- Passing rates increased 2 percentage points on TAAS Reading.
- Passing rates decreased 5 percentage points on TAAS Mathematics.
- Passing rates decreased 20 percentage points on TAAS Writing.

Instructional Program

During 1998-99, the ExceL program focused on mathematics and literacy achievement for students in early childhood through fifth grade.

Staff Development

ExceL staff development included "Literacy and How to Integrate Accelerated Reader into your Reading Curriculum", "TAAS Writing and TAAS Grammar", "Curriculum Alignment Training, Strategic Mastery for Mathematics", "Math NCTM Standards Training and Math Blueprint Training," and training in early childhood.

ST. ELMO ELEMENTARY

Total 1998-99 ExceL budget: \$25,660 (\$9,696 were spent). Instructional program included Math Pentathlon, Electronic Bookshelf, and an ExceL Academy. Staff development included Math Pentathlon training, Literacy Backbone, Electronic Bookshelf, and teacher-choice of training to support reading and mathematics.

Program Benchmarks and Benchmark Attainment Results

1. Pass rates of third through fifth grade Academy students will increase five to ten percentage points on the TAAS Mathematics, Reading, and Writing.

- No data were returned for this goal.

Instructional Program

The 1998-99 ExceL program at St. Elmo, "Linking Technology, Literacy, and Math" focused on the improvement of scores on TAAS Reading, Mathematics, and Writing. "Mustang Messages" was designed focused on reading, writing, editing, and computer skills. Second through fifth grade students participated in Math Pentathlon. Electronic Bookshelf was implemented to increase students' reading and enhance their knowledge and appreciation of literature through the use of computers.

In addition, staff continued to implement the CCC-Success Maker lab. CCC lab students were given pre- and post-tests, and students worked on mathematics and reading skills at their own pace, on the basis of their test scores.

Grade-level teams selected students for participation in the *Excel Academy*, on the basis of previous TAAS performances, at-risk criteria, and teacher recommendations. Staff members implemented instructional activities that focused on TAAS objectives, including CCC software, CCC lab-generated support materials, and self-esteem-building activity materials. The Excel Academy lasted three hours and fifteen minutes each day and took place for two weeks during the November intersession.

Staff Development

Staff development included training in Math Pentathlon, Literacy Backbone, Electronic Bookshelf, and teacher-choice of training to support mathematics and reading instruction.

SANCHEZ ELEMENTARY

Total 1998-99 Excel budget: \$24,560 (\$22,322 were spent). Instructional program included a Reading Recovery teacher/literacy specialist, Parent Advocates for Literacy, literacy groups, and practice TAAS. Staff development included literacy, literacy assessment, and other topics.

Program Benchmarks and Benchmark Attainment Results

1. *Passing rates of fourth through sixth grade students will improve on all sections of TAAS.*
 - Passing rates of fourth through sixth grade students increased 9 percentage points on TAAS Reading; passing rates increased 16 percentage points on TAAS Mathematics; passing rates increased 11 percentage points on TAAS Writing.
2. *By the time pre-kindergarten through second grade students get to third grade, they will be reading on grade level.*
 - On the basis of the literacy committee's review of PALM results, at least 80% of pre-Kindergarten through second grade students were reading on grade level by the end of the school year.

Instructional Program

During 1998-99, the Excel program at Sanchez focused on literacy and TAAS improvement. A bilingual Reading Recovery teacher/literacy specialist worked with Spanish-speaking students who needed additional help in reading. The teacher/specialist worked with students both individually and in literacy groups. In addition, the teacher/specialist worked with the helping teacher to plan and implement literacy-related staff development and directed the Parent Advocates for Literacy (PALs) program.

The Aztec Academy continued this year with an extra emphasis on TAAS. Students attended regular-day and after-school TAAS tutoring. Students completed two practice TAAS, and staff analyzed scores to determine student needs. Staff continued to conduct portfolio assessments, and teachers administered running records.

Staff Development

Professional staff members were compensated for attendance at Capital City Writes and other literacy-based staff development activities. In addition, a variety of staff development activities were offered locally. Teachers were able to select eight half-day sessions from among the following topics: Guided Reading, Shared Reading, Individual Reading Inventories, Running Records, Literacy Acquisition, Capital City Writes, Three-Way Conferences, Portfolios, Rubrics and Alternative Assessment, TAAS Data Interpretation, and Action Research, and a book study. Finally, all staff attended a series of one-hour meetings that focused on literacy topics and staff development planning.

SIMS ELEMENTARY

Total 1998-99 Excel budget: \$33,350 (\$19,530 were spent). Instructional program included a full-time behavioral specialist, Positive Action curriculum, and Super Star Mentor program. Staff development included training in Positive Action and mathematics instruction.

Program Benchmarks and Benchmark Attainment Results

1. *Fifty-five percent of students will pass TAAS Mathematics.*
 - Sixty-nine percent of students passed TAAS Mathematics.
2. *Fifty-five percent of students will pass TAAS Reading.*
 - Fifty-eight percent of students passed TAAS Reading.
3. *Ninety-five percent of students will have mentors.*
 - Ninety-five percent of students had mentors during the first semester; 75% had mentors during the second semester.

Instructional Program

Once again during 1998-99, efforts to increase academic achievement included implementation of Investigations in Number, Data, and Space and Accelerated Reader and assistance from a full-time mathematics specialist. In addition, many teachers implemented sustained silent reading for one hour per day.

A full-time behavior specialist addressed school climate by working with students to create a feeling of safety, by making referrals, and by helping teachers to create discipline plans for students. Other discipline strategies included calling parents when serious transgressions took place, discussing behavioral actions, encouraging parents to include consequences at home, discussing cases with the school counselor, and providing in-school suspension. However, the specialist resigned during the school year.

Teachers began their classes with fifteen minutes of the Positive Action curriculum each day. Positive Action includes eight integrated units, such as "Health," "Self-concept," and "Responsibility." New units were introduced at regularly scheduled campus spirit days, and teachers continued to stress vocabulary development.

Some students with discipline and academic problems participated in the Super Star Mentor Program. College students spent at least one hour per week with their elementary students talking, playing educational games, and doing TAAS and other required academic activities.

Staff Development

Staff members participated in training in Positive Action and mathematics instruction.

SUMMITT ELEMENTARY

Total 1998-99 ExceL budget: \$13,550 (\$8,548 were spent). Instructional program included language arts lab for kindergarten through second grade students, a volunteer program, and materials for the lab and for teacher check-out. Staff development included the Early Childhood Summit, PALM workshops, Capital City Writes, and a variety of conferences.

Program Benchmarks and Benchmark Attainment Results

1. *Fifty percent of students who have been in the ExceL program will be reading on the appropriate grade level, as assessed by TAAS.*

- Of twenty-six third and fourth grade students who had exited the ExceL program, 88% passed the TAAS Reading.

2. *Fifty percent of students enrolled in the ExceL program will be reading on grade level, as assessed by PALM.*

- Overall, 35% of the 43 students in the ExceL program finished the year reading on grade level. None of the kindergarten students, 26% of the first grade students, and 67% of the second grade students ended the school year reading on or above grade level, as assessed by PALM.

Instructional Program

The *Reach for the Stars* program continued to provide kindergarten through second grade students with supplemental literacy support. Program students worked with adult volunteers in a special lab, which was equipped with a large variety of multi-sensory materials. The literacy support sessions moved in a sequential, self-paced manner, and program staff emphasized a multiple intelligences approach to learning.

Teachers assessed students in kindergarten through second grade using PALM, portfolios, and observations to identify students who were performing below grade level in language arts. The lab supervisor interviewed the identified students individually, then matched the them with volunteers, many of whom were Summitt parents. Additional volunteers were recruited from the surrounding neighborhood through advertisements in a monthly neighborhood newsletter. Volunteers spent at least one day observing in the lab and practiced using the materials before working with the students. Students attended the literacy support sessions two to three times each week for twenty-minutes. Teachers assessed students again at the end of the year to determine their progress.

Teachers continued to check out materials from the *Reach for the Stars* lab. Additional materials were ordered and made available for parents to use at home. A tracking system was implemented for students who completed the *Reach for the Stars* program. Through this system, program staff evaluated the *Reach for the Stars* program.

Staff Development

All pre-kindergarten through second grade teachers participated in the Early Childhood Summit and PALM workshops. In addition, some teachers attended Capital City Writes and

workshops offered by the Society for Developmental Education. Some professional staff members attended the Annual Conferences of the Texas and National Associations for the Education of Young Children, and kindergarten teachers attended the Kindergarten Teachers of Texas conference. Primary teachers attended the Early Literacy Conference, and some teachers attended the Texas Association of Gifted and talented Teachers Conference. All professional staff members who attended conferences presented information to other staff members upon their return and at a campus staff development day. Finally, teachers were encouraged to attend other workshops offered throughout the year at the Professional Development Academy and the Region XII Service Center.

SUNSET VALLEY ELEMENTARY

Total 1998-99 Excel budget: \$31,070 (\$23,534 were spent). Instructional program included parent center, full-time parent involvement representative, parent training, and guided reading.

Program Benchmarks and Benchmark Attainment Results

1. *Ninety-two percent of Low Income third grade students will pass TAAS Reading; 84% of Low Income fourth grade students will pass; 88% of Low Income fifth grade students will pass.*

- Eighty-three percent of Low Income third grade students passed TAAS Reading; 68% of Low Income fourth grade students passed; 63% of Low Income fifth grade students passed.

2. *Eighty-nine percent of Low Income third grade students will pass TAAS Mathematics; 86% of Low Income fourth grade students will pass; 86% of Low Income fifth grade students will pass.*

- Sixty percent of Low Income third grade students passed TAAS Mathematics; 67% of Low Income fourth grade students passed; 62% of Low Income fifth grade students passed.

3. *The passing rate of non-Economically Disadvantaged students on all sections of TAAS will increase five percentage points.*

- The passing rate of non-Economically Disadvantaged students on all sections of TAAS increased 7 percentage points.

Instructional Program

The Excel-funded half-time parent representative was so successful in 1997-98, that the position was expanded to full-time for 1998-99. The parent representative, in conjunction with the Family Focus Committee and the school counselor, organized parent education and managed the parent center, which was used for parent training and support and housed the parent skills/experience database. The parent representative also managed the community information center for parents and encouraged and organized parent involvement activities including English as a Second Language and Spanish as a Second Language classes and sessions on parenting. In order to develop capacity, the parent representative trained a Parent Advisory Council of interested parents and community members. This council will assume responsibility for the parent center by the end of the fourth year of Excel.

The Sunset Valley Early Intervention Teaching Center (EITC) is a component of the parent center that was designed as an on-site childcare center for teachers in the Crockett High School Vertical Team. The EITC provides on-site training for parents of children from birth to

four years old. Parents were invited to work with their children in the EITC. The tuition-based child care center will continue on-site training for parents after the Excel grant has ended.

To address the issue of reading readiness among kindergarten students, Excel funds were used to purchase materials and to pay teachers to provide phonemic awareness instruction to students who demonstrated a need in this area. To address the issue of primary students reading below grade level when they enter third grade, guided reading texts were purchased. Kindergarten through second grade teachers learned to use the texts, and assessed student achievement in the guided reading program through PALM.

TAAS and ESL camps continued, but were funded through other sources.

TRAVIS HEIGHTS ELEMENTARY

Total 1998-99 Excel budget: \$32,520 (\$10,135 were spent). Instructional program included a summer mathematics academy, mathematics and reading tutoring, TAAS practice tests, family activities, and parent training. Staff development topics included TEKS; Investigations in Number, Data, and Space; curriculum alignment/annual work plans; and Full Option Science System.

Program Benchmarks and Benchmark Attainment Results

1. *The passing rate will increase 5 percentage points on TAAS Mathematics.*
 - The passing rate increased 21 points on TAAS Mathematics.
2. *The achievement gap between Economically Disadvantaged, Hispanic, and African American students and White students will decrease 5 percentage points on TAAS Mathematics.*
 - The achievement gap between Economically Disadvantaged and White students decreased 16 percentage points on TAAS Mathematics; the gap between African American and White students decreased 9 percentage points; the gap between Hispanic and White students decreased 19 percentage points.

Instructional Program

Summer Mathematics Academy continued for students in kindergarten through fifth grade. Teachers incorporated cooperative learning, peer tutoring, and community building strategies in their classrooms. At the end of each week, teachers sent home letters describing the week's activities along with suggestions for activities at home. Also, teachers provided short weekly progress notes on students. The Summer Mathematics Academy culminated in a family cookout and awards ceremony. The academy was staffed by four teachers who taught three hours per day and received thirty minutes of preparation time. After completion of the course, each teacher received one half-day to evaluate and assess the effectiveness of the program and the progress of the students.

All students completed released TAAS tests for practice. On the basis of the test results, teachers emphasized areas of weakness in their instruction. Teachers graded practice writing samples holistically, and results were interpreted to students and teachers.

Staff held Family Math Nights to promote parental involvement and to encourage parents to work with students at home. All classroom teachers provided manipulatives for the students to show their parents how mathematics is taught at Travis Heights. Additional Investigations in Number, Data, and Space kits and manipulatives were purchased.

Staff provided increased opportunities for parents of Limited English Proficiency students to become involved in a wide variety of activities at Travis Heights. A translator was present at every program and meeting. Bilingual teachers taught parents how to work with their children at home.

Staff Development

Staff development topics included TEKS; Investigations in Number, Data, and space; curriculum alignment/annual work plans; and Full Option Science System.

WALNUT CREEK ELEMENTARY

Total 1998-99 Excel budget: \$34,040 (\$16,458 were spent). Instructional program included curriculum alignment, balanced literacy, and D-Teach. Staff development included curriculum alignment and training in mathematics instruction.

Program Benchmarks and Benchmark Attainment Results

1. All student groups will achieve passing rates of 65% or more on each section of TAAS.

- Ninety-one percent of Asian students passed TAAS Reading; 97% passed TAAS Mathematics; 94% passed TAAS Writing.
- Seventy-five percent of African American students passed TAAS Reading; 59% passed TAAS Mathematics; 86% passed TAAS Writing.
- Seventy-seven percent of Hispanic students passed TAAS Reading; 72% passed TAAS Mathematics; 79% passed TAAS Writing.
- Eighty-eight percent of White students passed TAAS Reading; 81% passed TAAS Mathematics; 80% passed TAAS Writing.
- Seventy-five percent of Economically Disadvantaged students passed TAAS reading; 74% passed TAAS Mathematics; 84% passed TAAS Writing.

Instructional Program

Staff members reviewed and revised the recently aligned language arts curriculum and worked on aligning the mathematics curriculum. Teachers began implementing balanced literacy; they planned together and observed lessons in other classrooms. A leveled-reader literacy library provided materials to be taken home and for guided reading groups. Teachers participated in a book study on guided reading. Third through fifth grade teachers collaborated with teachers from Hill Elementary and began implementing literacy circles. Materials were purchased through Excel to support these activities.

Gifted/Talented teachers trained other teachers to implement D-Teach, a process that encourages students to use engineering strategies to solve problems and build structures. A mathematics and science garden was created.

Staff Development

Professional staff participated in curriculum alignment and training in mathematics instruction. In addition, individual and small groups of staff members participated in curriculum and literacy sessions throughout the year.

WIDEN ELEMENTARY

Total 1998-99 Excel budget: \$69,450 (\$56,939 were spent). Instructional program included Reading Styles Inventory, Breakthrough, and parent involvement. Staff development focused on literacy, curriculum alignment, and Breakthrough training.

Program Benchmarks and Benchmark Attainment Results

1. *The passing rate will increase 15 percentage points on TAAS Reading.*

- The passing rate decreased 8 percentage points on TAAS Reading.

Instructional Program

Teachers continued to identify individual learning behaviors, using the Reading Styles Inventory (RSI). RSI results were used to plan instruction and to group students. Teachers provided a variety of strategies and methods to meet students' individual visual, auditory, tactile, kinesthetic, and psychomotor behaviors.

During 1998-99, Widen was a model school for Breakthrough, a balanced literacy/technology program. The program was implemented in Kindergarten and first grade. Computers, books, and software were purchased for the program.

Once again, the home-school connection was a focus of the Excel program at Widen. Parents had opportunities to participate in English as a Second Language and General Education Development classes in Spanish. In addition, staff at Widen continued implementing the KLRU parent program.

Staff Development

Staff development focused on literacy, curriculum alignment, and Breakthrough training.

WILLIAMS ELEMENTARY

Total 1998-99 Excel budget: \$38,225 (\$31,264 were spent). Instructional program included the Reading Academy and the Master's Academy, both of which focused on Project Read and the Alphabetic Phonics/Multi-sensory Teaching Approach. Reading readiness was also a focus of the instructional program. Staff development focused on literacy, as presented by the Wright Group.

Program Benchmarks and Benchmark Attainment Results

1. *Eighty-four percent of students will master TAAS Reading objectives.*

- Seventy-six percent of students passed TAAS Reading.

2. *Seventy-two percent of students will master TAAS Mathematics objectives.*

- Seventy-three percent of students passed TAAS Mathematics.

Instructional Program

During 1998-99, the Reading Academy continued at Williams Elementary and included Project Read and Alphabetic Phonics/Multi-sensory Teaching Approach (AP/MTA). To assess student needs, students in Kindergarten through second grade completed the Slosser Diagnostic Screening Test, the Primary Assessment of Language and Math (PALM), and the Developmental Reading Assessment (DRA); students third through fifth grade completed the Exemplary Classroom Reading Instruction (ECRI) reading tests and released versions of TAAS. Once

students' needs were established, teachers implemented one-hour skills blocks four days a week using either Project Read or AP/MTA. Skills groups were established to meet the needs of gifted and talented, bilingual, and special education students.

Skills blocks consisted of instruction in reading readiness, phonology and word attack, and kinesthetic/tactile strategies. Students transferred these skills to instructional-level reading selections. Teachers homogeneously grouped students for the skills block only, and students remained in the regular heterogeneous classroom for the rest of the day. Special education students received instruction outside of the one-hour skills block in the regular classroom or in a special education classroom as determined by the Individual Education Plan.

Teachers provided language arts instruction in the homeroom class. The instruction consisted of literature, reading comprehension, listening comprehension, oral language development, vocabulary development, written expression, and spelling. Staff implemented additional programs including Buddy Readers, the Celebrated Authors Society Program, Drop Everything and Read, the Texas Readers Club, and adult/mentor readers.

Staff members integrated reading throughout the curriculum. In addition to computation skills, mathematics instruction incorporated integrated language arts skills that included problem-solving, higher-order thinking skills, and journal writing. Students used reading and writing skills during social studies, science, and health instruction.

Pre-kindergarten through second grade teachers coordinated their literacy programs using the Literacy Backbone program and reading readiness activities that correlate with Project Read. As the Reading Academy began to include the younger grades, additional training for teachers in Project Read and reading readiness was encouraged. To transition children from the learning stage to the application stage between the Reading Academy and the Masters Academy, staffing changes and continued opportunities for fourth and fifth grade teachers to train in the reading programs were encouraged.

In the Master's Academy, students integrated their reading skills in to mathematics, science, and technology. Teachers implemented Investigations in Number, Data, and Space in all grades to provide consistency across the grade levels in mathematics instruction.

Staff Development

Staff members attended three days of literacy training presented by the Wright Group. Following the training, staff members determined the writing focus for each grade level, established a literacy room with more than 1000 leveled readers for Kindergarten through fifth grade students, and presented several of the professional books and summaries of reading/writing workshops they had attended to other staff members. All teachers who implemented Project Read, AP/MTA, Literacy Backbone, and Investigations in Number, Data, and Space met at scheduled grade-level meetings to participate in peer collaboration and to reflect on successes or needs every nine-week grading period.

WINN ELEMENTARY

Total 1998-99 Excel budget: \$41,560 (\$39,486 were spent). Instructional program focused on the Exceptional Classroom Learning Environment (ECLE), parent training, and English- and Spanish-speaking parenting awareness leaders. Staff development included ECLE, and Capital City Writes.

Program Benchmarks and Benchmark Attainment Results

Yearly benchmarks were not included in the original grant proposal, and no evaluation for 1998-99 was returned. However, the long-term goal for the program was the following:

1. Ninety percent of third through fifth grade students will pass all sections of the TAAS.

- Seventy-two percent of third through fifth grade students passed all sections of the TAAS.

Instructional Program

The following information was obtained on the basis of the original grant proposal and the 1998-99 continuation; no evaluation was submitted for 1998-99. During 1998-99, staff continued to implement the Exceptional Classroom Learning Environment (ECLE) program. One English-speaking aide and one Spanish-speaking aide served as parenting awareness leaders (PALs). The PALs targeted parents of first and second grade students who needed additional support in the area of literacy for home visits. On the home visits, the PALs showed parents ways to teach their children pre-literacy skills necessary for success on the basis of ECLE. In addition, the PALs trained staff to work with parents and children in their homes.

To help parents develop their literacy skills and attain General Education Development (GED) certifications, the PALs worked with parents using Rosetta Stone and General Education Development software in the campus Essential Learning Systems (ELS) computer lab. The PALs recruited parents to participate in weekly ELS computer lab sessions and scheduled monthly parenting classes for large groups of parents. At the meetings, parents shared successes, PALs answered commonly asked questions, and parents received support. Parents who received PAL visits at home were required to attend the meetings, and all other parents were strongly urged to attend.

Eventually, the PALs will work with parents and staff to train volunteers in ECLE and ELS. As a result, the PAL positions will become volunteer positions and will not require grant funding.

Staff Development

Staff members attended update training in ECLE and attended Capital City Writes.

WOOLDRIDGE ELEMENTARY

Total 1998-99 ExceL budget: \$48,190 (\$21,790 were spent). Instructional program included tutorials for students in grades 2-5 and purchase of mathematics materials. Staff development included mathematics and literacy training, conferences, PALM, and curriculum alignment.

Program Benchmarks and Benchmark Attainment Results

1. Eighty-nine percent of students will pass all sections of the TAAS.

- Fifty-six percent of students passed all sections of the TAAS

Instructional Program

The *Believe and Achieve* program continued to provide TAAS enrichment for third through fifth grade students at Wooldridge Elementary. The program introduced students to

TAAS objectives through direct teaching, manipulatives, and computers. Staff designed the program to reach low-achieving students by addressing one objective per two-hour session. A rotation was designed so that 30 minutes of direct teaching was followed by 30 minutes in a learning center with manipulatives to reinforce the objectives. Then, for 30 minutes, students worked in the computer lab using TAAS preparation software to further develop their understanding of the day's objective. In addition, some second grade students participated in tutorials.

Materials were purchased to support the implementation of Investigations in Number, Data, and Space, and books were purchased for the mathematics lending library.

Staff Development

Staff development included a make-it-and-take-it workshop and training in Investigations in Number, Data, and Space. In addition, some staff members attended the Early Childhood Summit, the Reading Summit, the Texas Association of Bilingual Educators Conference, and the National Council for the Teachers of Mathematics Conference. Substitutes were provided to support the implementation of PALM by allowing experienced teachers to provide mentoring and assistance to teachers who were administering PALM for the first time or those who needed additional support. Some staff members attended the "Hands On learning Series," the Southwest Texas State University Balanced Literacy Course, and "Literacy Learning in the Classroom." Teachers received stipends for annual curriculum alignment and planning. Finally, substitutes were provided for team leaders to attend a team leader retreat.

WOOTEN ELEMENTARY

Total 1998-99 Excel budget: \$26,530 (\$7,129 were spent). Instructional program included Wooten Parent Academy, Electronic Bookshelf, and TAAS practice tests. Staff development focused on TAAS strategies, balanced literacy, TEKS, and curriculum alignment/planning.

Program Benchmarks and Benchmark Attainment Results

1. *Seventy-seven percent of students will pass TAAS Reading and Mathematics.*

- Seventy-two percent of students passed TAAS Reading; 71% passed TAAS Mathematics.

2. *Ninety parents will be actively involved in the educational process.*

- Attendance at the Parent Academy was consistent, but lower than expected. The format for next year will be changed to Family Nights build around specific content areas.

Instructional Program

The Wooten Parent Academy continued during 1998-99 for six weeks during each semester and included reading, mathematics, technology, parenting, and ESL classes. The Academy provided parents with hands-on computer experiences, while teaching them skills that enable them to reinforce TAAS objectives with their children.

Initially, parents were given an interpretation of their children's TAAS results and an overview of TAAS objectives. Then, they were provided with information on how teachers at Wooten address TAAS objectives. Thereafter, sessions were devoted to the use of software to

learn TAAS skills and to provide opportunities for parents to become computer-literate. Social skills and parenting issues were addressed as well.

The Academy also provided parents the opportunity to develop English language skills by participating in an ESL program. Translators were provided at all school functions, and all written material was provided in English and Spanish. Childcare was provided during all school functions.

All first through fifth grade students completed KAMICO and TAAS Release tests twice during the year for diagnostic purposes. Staff members used the results to track individual student progress and to make decisions regarding reading tutors, after-school tutoring, and extended-week and extended-year services.

The Electronic Bookshelf Reading Incentive Program was begun, but not implemented fully, as a result of vendor changes, revisions in software, and hardware requirements. However, these issues were resolved during 1998-99 and full implementation will occur during 1999-2000.

Finally, during 1998-99, touch math strategies were implemented to supplement other TAAS math strategies. In addition, social skills were encouraged through recognition assemblies and the school store.

Staff Development

Staff development included training in balanced literacy, TEKS, and TAAS strategies. Staff members received stipends for curriculum alignment and annual planning. In addition, staff members received three days for training of their choice. Teacher-choice days were approved in advance to ensure that they directly supported the campus Excel goals.

ZAVALA ELEMENTARY

Total 1998-99 Excel budget: \$14,475 (\$7,299 were spent). Instructional program included library-based reading motivation programs for students, reading motivation programs for parents and preschoolers, programs to increase students' non-fiction reading, and project-based learning using the Big Six process. Staff development focused on the Big Six Research Process and Gifted/Talented training.

Program Benchmarks and Benchmark Attainment Results

1. Eighty-nine percent of third grade students, eighty-four percent of fourth grade students, eighty-nine percent of fifth grade students, and eighty-eight percent of sixth grade students will pass TAAS Reading.

- Eighty-five percent of third grade students, 74% of fourth grade students, 65% of fifth grade students, and 100% of sixth grade students passed TAAS Reading.

Instructional Program

Pre-kindergarten through fifth grade students participated in library-based reading motivation programs. Students read library books at their independent reading levels. Students at each grade level received rewards for their reading accomplishments, including pizza parties for pre-Kindergarten through second grade students, a celebration at the University of Texas Student Union and a steam train trip for third grade students, a celebration at the University of Texas

Student Union and a camping trip for fourth grade students, and a trip to NASA, for fifth grade students.

Parents of pre-Kindergarten and Kindergarten students attended four workshops led by pre-Kindergarten and Kindergarten teachers and the librarian. For their attendance, families received paperback books (available in English and Spanish) featured at the workshop. Teachers demonstrated ways to read to children and activities parents could use with them.

Parents of pre-kindergarten and kindergarten students were encouraged to check out packets of books from the library to read to their children. The packets were available in English and Spanish. When parents checked out eight packets of books, they received a T-shirt for their child that said, "I'm a Zavala Superkid! My family reads to me!" in English and Spanish.

All pre-kindergarten through second grade students celebrated their reading accomplishments on Reading is Cool Day. Zavala adopter, Reddy Ice, donated enough ice to build a hill for sledding. Students participated in ice fishing; listened to parents read winter stories; ate ice cream; threw snowballs at the abominable snow creature, Mr. T.V. Tyme; ran in winter relays; and ice skated on a skating rink made with vinyl flooring and cooking oil.

Reading Rally Day began with a pep rally led by middle school cheerleaders. Cheer Readers visited all classes, and musicians, dancers, storytellers, performed. Staff implemented cooking activities and puppetry sessions with students, and children's literature was the theme for each session. The highlight of the day was the Reading Power parade led by members of the University of Texas Longhorn Band. Students were selected to ride in convertibles and/or pickup trucks at the head of the parade on the basis of their reading accomplishments. Students dressed in paper costumes and carried reading banners. Families came to cheer their readers at the giant pep rally finale, which was led by cheerleaders from the University of Texas.

Second grade students studied the Dewey Decimal System and participated in a reading program called "Dewey Read?" The reading program included reading non-fiction books and keeping records of reading progress. At least one-third of the Electronic Bookshelf books read by third through sixth grade students was required to be non-fiction. Additional non-fiction books and videos were purchased for the library to support the science and social studies curricula.

Students participated in project-based learning in social studies and science on the basis of the Big Six Research Process, and completed whole-class and small-group projects related to the curriculum. Independent study projects were completed on topics of interest to individual students. Pre-kindergarten and kindergarten students focused on cultural celebrations and science day activities; first grade students studied caves and visited Inner Space Caverns; second grade students studied sea animals and visited Sea World; and third through fifth grade students visited NASA.

Staff Development

Information regarding each step of the Big Six Research Process was presented at six faculty meetings, and each step was discussed at grade-level meetings following the presentations. In addition, staff members attended on day of gifted/talented training and were encouraged to use one or two staff development days, as needed, during the year to work together on Big Six project planning.

ZILKER ELEMENTARY

Total 1998-99 Excel budget: \$23,210 (\$18,052 were spent). Instructional program included a parenting center, parent training, afterschool tutoring, a half-time clerk, community outreach, the Mountain Mathematics program, and a variety of new materials. Staff development included teacher-selected training, curriculum alignment, a book study, and the Reading/Literacy Conference.

Program Benchmarks and Benchmark Attainment Results

1. *The achievement gap between Hispanic and White students on all sections of TAAS will decrease to 7.2 percentage points.*

- The achievement gap between Hispanic and White students decreased to 12 percentage points on the TAAS Reading, to 4 percentage points on the TAAS Mathematics (Ninety-two percent of Hispanic students passed; 88% of White students passed.), and to 9 percentage points on the TAAS Writing.

2. *The achievement gap between economically disadvantaged and non-economically disadvantaged students on all TAAS will decrease to 6.2 percentage points.*

- The achievement gap between economically disadvantaged and non-economically disadvantaged students was reduced to 11 percentage points on the TAAS Reading, to 9 percentage points on the TAAS Mathematics, and to 3 percentage points on the TAAS Writing (One-hundred percent of economically disadvantaged students passed; 97% of non-economically disadvantaged students passed.).

Instructional Program

The parenting center, Casa Zilker, served as a meeting place for parents and housed a multi-media computer; a variety of games, puzzles, books, and other educational materials; refreshments; a telephone; parenting information; and a clothes closet. Casa Zilker was also used for English as a Second Language (ESL) classes, parenting classes, parent meetings, afterschool tutoring, toddler story time and as a school game room. Childcare was provided during ESL classes. According to the principal, on the basis of sign-in sheets and parent surveys, attendance at parent conferences and school-wide activities increased drastically this year.

A half-time Excel clerk did outreach, maintained the clothes closet, stamped all new materials, and maintained the parenting center. Parent coffees, parent classes, community meetings, resources, and displays of literature were all organized and presented by the clerk.

Parents and teachers referred students for after-school tutoring. Teachers and teaching assistants worked with students one-on-one and in small groups, for one hour each day, five days per week. Tutoring was offered in English and Spanish and was held at Casa Zilker.

The Baby Panthers program continued during 1998-99. Newborn babies in the Zilker area were welcomed into the school community with a copy of *Goodnight Moon*.

The Mountain Mathematics Program was implemented in each classroom. At the beginning of each mathematics class, teachers used program materials on bulletin boards for 10 minutes to review mathematics concepts with their students. By doing so, teachers prepared students for the upcoming lesson, and students practiced their mathematics language skills.

In addition, during 1998-99, homework club sponsors received stipends, and Home Instruction Program for Pre-school Youngsters curriculum materials, social studies materials, and leveled readers were purchased.

Staff Development

Staff development included two days of teacher-selected, achievement-related training at the Professional Development Academy. In addition, staff members participated in curriculum alignment, a book study of *Closing the Achievement Gap*, and the Reading/Literacy conference.

APPENDICES

APPENDIX A: EXCEL PROGRAM COSTS BY CAMPUS, 1996-97

The table below contains information used in calculating campus Excel budgets for 1996-97. The specific formulas used in the calculations are explained in the notes following the table.

Campus Name	Total TAAS Failed in 1994-95	Initial Capital Outlay (in \$)	Amount Paid per Test Failed (in \$)/Excel Funding Level	Instructional Budget (in \$)	Number of Professional Staff in 1994-95	Staff Development Budget (in \$)	Total 1996-97 Budget (in \$)
	A	B	C	D	E	F	G
Allan	147	3,675	210/I	30,870	42	12,600	47,145
Allison	173	4,325	210/I	36,330	42	12,600	53,255
Andrews	145	3,625	210/I	30,450	54	16,200	50,275
Barrington	127	3,175	210/I	26,670	51	15,300	45,145
Barton Hills	48	1,200	175/II	8,400	25	7,500	17,100
Becker	93	2,325	210/I	19,530	38	11,400	33,255
Blackshear	220	5,500	210/I	46,200	35	10,500	62,200
Blanton	161	4,025	210/I	33,810	44	13,200	51,035
Boone	218	5,450	210/I	45,780	54	16,200	67,430
Brentwood	153	3,825	210/I	32,130	46	13,800	49,755
Brooke	104	2,600	210/I	21,840	36	10,800	35,240
Brown	58	1,450	210/I	12,180	42	12,600	26,230
Bryker Woods	35	875	175/II	6,125	26	7,800	14,800
Campbell	190	4,750	210/I	39,900	40	12,000	56,650
Casis	44	1,100	150/III	6,600	55	16,500	24,200
Cook	177	4,425	210/I	37,170	57	17,100	58,695
Cunningham	140	3,500	210/I	29,400	48	14,400	47,300
Davis	73	1,825	150/III	10,950	43	12,900	25,675
Dawson	79	1,975	210/I	16,590	46	13,800	32,365
Doss	29	725	150/III	4,350	41	12,300	17,375
Galindo	191	4,775	210/I	40,110	57	17,100	61,985
Govalle	174	4,350	210/I	36,540	52	15,600	56,490
Graham	103	2,575	210/I	21,630	45	13,500	37,705
Gullett	18	450	150/III	2,700	34	10,200	13,350
Harris	251	6,275	210/I	52,710	58	17,400	76,385
Highland	19	475	150/III	2,850	44	13,200	16,525
Park Hill	43	1,075	150/III	6,450	48	14,400	21,925

Campus Name	Total EAAS Failed in 1994-95	Initial Capital Outlay (in \$)	Amount Paid per Test Failed (in \$) /Excel Funding Level	Instructional Budget (in \$)	Number of Professional Staff in 1994-95	Staff Development Budget (in \$)	Total 1996-97 Budget (in \$)
	A	B	C	D	E	F	G
Houston	128	3,200	210/I	26,880	63	18,900	48,980
Jordan	176	4,400	210/I	36,960	35	10,500	51,860
Joslin	65	1,625	175/II	11,375	39	11,700	24,700
Kiker	86	2,150	150/III	12,900	64	19,200	34,250
Kocurek	203	5,075	175/II	35,525	59	17,700	58,300
Langford	173	4,325	210/I	36,330	53	15,900	56,555
Lee	30	750	150/III	4,500	26	7,800	13,050
Linder	194	4,850	210/I	40,740	64	19,200	64,790
Maplewood	74	1,850	210/I	15,540	33	9,900	27,290
Mathews	91	2,275	210/I	19,110	32	9,600	30,985
Menchaca	82	2,050	150/III	12,300	51	15,300	29,650
Metz	172	4,800	210/I	36,120	36	10,800	51,220
Norman	136	3,400	210/I	28,560	29	8,700	40,660
Oak Hill	68	1,700	150/III	10,200	55	16,500	28,400
Oak Springs/Rice	119	2,975	210/I	24,990	35	10,500	38,465
Odom	181	4,525	210/I	38,010	47	14,100	56,635
Ortega	80	2,000	210/I	16,800	37	11,100	29,900
Palm	166	4,150	210/I	34,860	40	12,000	51,010
Patton	89	2,225	150/III	13,350	62	18,600	34,175
Pease	70	1,750	210/I	14,700	19	5,700	22,150
Pecan Springs	157	3,925	210/I	32,970	46	13,800	50,695
Pillow	112	2,800	210/I	23,520	39	11,700	38,020
Pleasant Hill	96	2,400	175/II	16,800	49	14,700	33,900
Reilly	68	1,700	175/II	11,900	31	9,300	22,900
Ridgetop	31	775	210/I	6,510	30	9,000	16,285
St. Elmo	106	2,650	210/I	22,260	34	10,200	35,110
Sanchez	96	2,400	210/I	20,160	44	13,200	35,760
Sims	145	3,625	210/I	30,450	29	8,700	42,775
Summitt	61	1,525	150/III	9,150	44	13,200	23,875
Sunset Valley	127	3,175	210/I	26,670	44	13,200	43,045
Travis Heights	132	3,300	210/I	27,720	48	14,400	45,420
Walnut Creek	134	3,350	210/I	28,140	59	17,700	49,190
Widen	295	7,375	210/I	61,950	75	22,500	91,825
Williams	179	4,475	175/II	31,325	69	20,700	56,500

Campus Name	Total TAAS Failed in 1994-95	Initial Capital Outlay (in \$)	Amount Paid per Test Failed (in \$) /Excel Funding Level	Instructional Budget (in \$)	Number of Professional Staff in 1994-95	Staff Development Budget (in \$)	Total 1996-97 Budget (in \$)
	A	B	C	D	E	F	G
Winn	176	4,400	210/I	36,960	46	13,800	55,160
Wooldridge	199	4,975	210/I	41,790	64	19,200	65,965
Wooten	103	2,575	210/I	21,630	49	14,700	38,905
Zavala	61	1,525	175/II	10,675	38	11,400	23,600
Zilker	91	2,275	210/I	19,110	41	12,300	33,685

Initial Capital Outlay (Column B) = Total Reading and Mathematics TAAS failed (Column A) x \$25.00. Initial Capital Outlay was given in 1996-97 only.

Instructional Budget (Column D) = Total Reading and Mathematics TAAS failed (Column A) x funding level/amount paid per student (Column C).

Staff Development Budget (Column F) = Number of professional staff in 1994-95 (Column E) x \$50.00 per day x 6 days.

Total 1996-97 Budget (Column G) = Instructional Budget (Column D) + Staff Development Budget (Column F).

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APPENDIX B: EXCEL PROGRAM COSTS BY CAMPUS, 1997-98

The table below contains information used in calculating campus Excel budgets for 1997-98. The specific formulas used in the calculations are explained in the notes following the table.

Campus Name	Total TAVS Failed in 1994-95	Amount Paid per Test Failed (in \$) / Excel Funding Level	Instructional Budget (in \$)	Number of Professional Staff in 1994-95	Staff Development Budget (in \$)	Total 1997-98 Budget (in \$)
	A	B	C	D	E	F
Allan	147	210/I	30,870	42	12,600	43,470
Allison	173	210/I	36,330	42	12,600	48,930
Andrews	145	210/I	30,450	54	16,200	46,650
Barrington	127	210/I	26,670	51	15,300	41,970
Barton Hills	48	175/II	8,400	25	7,500	15,900
Becker	93	210/I	19,530	38	11,400	30,930
Blackshear	220	210/I	46,200	35	10,500	56,700
Blanton	161	210/I	33,810	44	13,200	47,010
Boone	218	210/I	45,780	54	16,200	61,980
Brentwood	153	210/I	32,130	46	13,800	45,930
Brooke	104	210/I	21,840	36	10,800	32,640
Brown	58	210/I	12,180	42	12,600	24,780
Bryker Woods	35	175/II	6,125	26	7,800	13,925
Campbell	190	210/I	39,900	40	12,000	51,900
Casis	44	150/III	6,600	55	16,500	23,100
Cook	177	210/I	37,170	57	17,100	54,270
Cunningham	140	210/I	29,400	48	14,400	43,800
Davis	73	150/III	10,950	43	12,900	23,850
Dawson	79	210/I	16,590	46	13,800	30,390
Doss	29	150/III	4,350	41	12,300	16,650
Galindo	191	210/I	40,110	57	17,100	57,210
Govalle	174	210/I	36,540	52	15,600	52,140
Graham	103	210/I	21,630	45	13,500	35,130
Gullett	18	150/III	2,700	34	10,200	12,900
Harris	251	210/I	52,710	58	17,400	70,110
Highland						
Park	19	150/III	2,850	44	13,200	16,050
Hill	43	150/III	6,450	48	14,400	20,850

Campus Name	Total TAAS Failed in 1994-95 A	Amount Paid per Test Failed (in \$) /Excel Funding Level B	Instructional Budget (in \$) C	Number of Professional Staff in 1994-95 D	Staff Development Budget (in \$) E	Total 1997-98 Budget (in \$) F
Houston	128	210/I	26,880	63	18,900	45,780
Jordan	176	210/I	36,960	35	10,500	47,460
Joslin	65	175/II	11,375	39	11,700	23,075
Kiker	86	150/III	12,900	64	19,200	32,100
Kocurek	203	175/II	35,525	59	17,700	53,225
Langford	173	210/I	36,330	53	15,900	52,230
Lee	30	150/III	4,500	26	7,800	12,300
Linder	194	210/I	40,740	64	19,200	59,940
Maplewood	74	210/I	15,540	33	9,900	25,440
Mathews	91	210/I	19,110	32	9,600	28,710
Menchaca	82	150/III	12,300	51	15,300	27,600
Metz	172	210/I	36,120	36	10,800	46,920
Norman	136	210/I	28,560	29	8,700	37,260
Oak Hill	68	150/III	10,200	55	16,500	26,700
Oak Springs/Rice	119	210/I	24,990	35	10,500	35,490
Odom	181	210/I	38,010	47	14,100	52,110
Ortega	80	210/I	16,800	37	11,100	27,900
Palm	166	210/I	34,860	40	12,000	46,860
Patton	89	150/III	13,350	62	18,600	31,950
Pease	70	210/I	14,700	19	5,700	20,400
Pecan Springs	157	210/I	32,970	46	13,800	46,770
Pillow	112	210/I	23,520	39	11,700	35,220
Pleasant Hill	96	175/II	16,800	49	14,700	31,500
Reilly	68	175/II	11,900	31	9,300	21,200
Ridgetop	31	210/I	6,510	30	9,000	15,510
St. Elmo	106	210/I	22,260	34	10,200	32,460
Sanchez	96	210/I	20,160	44	13,200	33,360
Sims	145	210/I	30,450	29	8,700	39,150
Summitt	61	150/III	9,150	44	13,200	22,350
Sunset Valley	127	210/I	26,670	44	13,200	39,870
Travis Heights	132	210/I	27,720	48	14,400	42,120
Walnut Creek	134	210/I	28,140	59	17,700	45,840
Widen	295	210/I	61,950	75	22,500	84,450

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Campus Name	Total TAAS Failed in 1994-95 A	Amount Paid per Test Failed (in \$)/Excel Funding Level B	Instructional Budget (in \$) C	Number of Professional Staff in 1994-95 D	Staff Development Budget (in \$) E	Total 1997-98 Budget (in \$) F
Williams	179	175/11	31,325	69	20,700	52,025
Winn	176	210/1	36,960	46	13,800	50,760
Wooldridge	199	210/1	41,790	64	19,200	60,990
Wooten	103	210/1	21,630	49	14,700	36,330
Zavala	61	175/11	10,675	38	11,400	22,075
Zilker	91	210/1	19,110	41	12,300	31,410

Instructional Budget (Column C) = Total Reading and Mathematics TAAS failed (Column A) x funding level/amount paid per student (Column B).

Staff Development Budget (Column E) = Number of professional staff (Column D) x \$50.00 per day x 6 days.

Total 1996-97 Budget (Column F) = Instructional Budget (Column C) + Staff Development Budget (Column E).

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APPENDIX C: EXCEL PROGRAM COSTS BY CAMPUS, 1998-99

The table below contains information used in calculating campus Excel budgets for 1998-99. The specific formulas used in the calculations are explained in the notes following the table.

Campus Name	Total TAAS Failed in 1994-95	Amount Paid per Test Failed (in \$) / Excel Funding Level	Instructional Budget (in \$)	Number of Professional Staff in 1994-95	Staff Development Budget (in \$)	Total 1998-99 Budget (in \$)
	A	B	C	D	E	F
Allan	147	210/I	30,870	42	4,200	35,070
Allison	173	210/I	36,330	42	4,200	40,530
Andrews	145	210/I	30,450	54	5,400	35,850
Barrington	127	210/I	26,670	51	5,100	31,770
Barton Hills	48	175/II	8,400	25	2,500	10,900
Becker	93	210/I	19,530	38	3,800	23,330
Blackshear	220	210/I	46,200	35	3,500	49,700
Blanton	161	210/I	33,810	44	4,400	38,210
Boone	218	210/I	45,780	54	5,400	51,180
Brentwood	153	210/I	32,130	46	4,600	36,730
Brooke	104	210/I	21,840	36	3,600	25,440
Brown	58	210/I	12,180	42	4,200	16,380
Bryker Woods	35	175/II	6,125	26	2,600	8,725
Campbell	190	210/I	39,900	40	4,000	43,900
Casis	44	150/III	6,600	55	5,500	12,100
Cook	177	210/I	37,170	57	5,700	42,870
Cunningham	140	210/I	29,400	48	4,800	34,200
Davis	73	150/III	10,950	43	4,300	15,250
Dawson	79	210/I	16,590	46	4,600	21,190
Doss	29	150/III	6,000	41	4,100	10,100
Galindo	191	210/I	40,110	57	5,700	45,810
Govalle	174	210/I	36,540	52	5,200	41,740
Graham	103	210/I	21,630	45	4,500	26,130
Gullett	18	150/III	6,000	34	3,400	9,400
Harris	251	210/I	52,710	58	5,800	58,510
Hart	100	210/I	21,000	41	4,100	26,450*
Highland Park	19	150/III	6,000	44	4,400	10,400
Hill	43	150/III	6,450	48	4,800	11,250

Campus Name	Total TAAS Failed in 1994-95	Amount Paid per Test Failed (in \$) /Excel Funding Level	Instructional Budget (in \$)	Number of Professional Staff in 1994-95	Staff Development Budget (in \$)	Total 1998-99 Budget (in \$)
	A	B	C	D	E	F
Houston	128	210/I	26,880	63	6,300	33,180
Jordan	176	210/I	36,960	35	3,500	40,460
Joslin	65	175/II	11,375	39	3,900	15,275
Kiker	86	150/III	12,900	64	6,400	19,300
Kocurek	203	175/II	35,525	59	5,900	41,425
Langford	173	210/I	36,330	53	5,300	41,630
Lee	30	150/III	6,000	26	2,600	8,600
Linder	194	210/I	40,740	64	6,400	47,140
Maplewood	74	210/I	15,540	33	3,300	18,840
Mathews	91	210/I	19,110	32	3,200	22,310
Menchaca	82	150/III	12,300	51	5,100	17,400
Metz	172	210/I	36,120	36	3,600	39,720
Mills	54	150/III	8,100	55	5,500	16,225**
Norman	136	210/I	28,560	29	2,900	31,460
Oak Hill	68	150/III	10,200	55	5,500	15,700
Oak Springs/Rice	119	210/I	24,990	35	3,500	28,490
Odom	181	210/I	38,010	47	4,700	42,710
Ortega	80	210/I	16,800	37	3,700	20,500
Palm	166	210/I	34,860	40	4,000	38,860
Patton	89	150/III	13,350	62	6,200	19,550
Pease	70	210/I	14,700	19	1,900	16,600
Pecan Springs	157	210/I	32,970	46	4,600	37,570
Pillow	112	210/I	23,520	39	3,900	27,420
Pleasant Hill	96	175/II	16,800	49	4,900	21,700
Reilly	68	175/II	11,900	31	3,100	15,000
Ridgetop	31	210/I	6,510	30	3,000	9,510
St. Elmo	106	210/I	22,260	34	3,400	25,660
Sanchez	96	210/I	20,160	44	4,400	24,560
Sims	145	210/I	30,450	29	2,900	33,350
Summitt	61	150/III	9,150	44	4,400	13,550
Sunset Valley	127	210/I	26,670	44	4,400	31,070
Travis Heights	132	210/I	27,720	48	4,800	32,520
Walnut Creek	134	210/I	28,140	59	5,900	34,040
Widen	295	210/I	61,950	75	7,500	69,450

Campus Name	Total TAAS Failed in 1994-95	Amount Paid per Test Failed (in \$) /Excel Funding Level	Instructional Budget (in \$)	Number of Professional Staff in 1994-95	Staff Development Budget (in \$)	Total 1998-99 Budget (in \$)
	A	B	C	D	E	F
Williams	179	175/II	31,325	69	6,900	38,225
Winn	176	210/I	36,960	46	4,600	41,560
Wooldridge	199	210/I	41,790	64	6,400	48,190
Wooten	103	210/I	21,630	49	4,900	26,530
Zavala	61	175/II	10,675	38	3,800	14,475
Zilker	91	210/I	19,110	41	4,100	23,210

Instructional Budget (Column C) = Total Reading and Mathematics TAAS failed (Column A) x funding level/amount paid per student (Column B).

Staff Development Budget (Column E) = Number of professional staff (Column D) x \$50.00 per day x 2 days.

Total 1998-99 Budget (Column F) = Instructional Budget (Column C) + Staff Development Budget (Column E).

* includes \$ 1,350 one-time capital outlay for Hart Elementary.

** includes \$2,625 one-time capital outlay for Mills Elementary.

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